



**NON-THAI EFL TEACHERS' PERCEPTIONS AND
PROBLEMS IN INTEGRATING CONTENT INTO
LANGUAGE INSTRUCTION IN A THAI PRIMARY
SCHOOL**

BY

MASCHANOK SUKKHAPATVARA

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
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ENTITLED

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ABSTRACT

This study attempted to investigate perceptions of non-Thai EFL teachers in an English Program toward integrating content into language instruction and to explore the problems experienced by EFL teachers in an English Program context. The instrument was a five Likert scale questionnaire and semi-structured interviews. The participants were the 30 non-Thai primary English teachers teaching in an EP in government schools in Thailand. They were from the UK, the USA, South Africa, Russia, and France. The findings of this study revealed the perceptions among non-Thai primary English teachers within the English Program framework in Thailand regarding the efficacy of Content-Based Instruction (CBI) in enhancing students' language proficiency including increasing confidence in English language and facilitating second language acquisition. Furthermore, the study identifies a salient impediment encountered by non-Thai instructors in the form of the language barrier, which poses considerable challenges to effective pedagogical delivery and classroom management.

Keywords: Content-Based Instruction, Perception, Problems, non-Thai EFL Teachers

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is one of the most widely spoken languages in the world and has become a critical component of communication in our globalized society. The importance of English in the present global society has been given a lot of attention as a tool for communication, a source of knowledge, livelihood enhancement, and creating an understanding of cultures and visions of the world community (Ministry of Education, 2008). The government has acknowledged the significance of English in today's globalized world and has made efforts to improve English language education throughout the country. However, Thai students are less proficient in English compared to other ASEAN member countries. The Education First English Proficiency Index (2023) reported that the rank of Thailand's English language competency dropped to 101st in the world, 21st in Asia, and the lowest ranked in ASEAN countries, indicating "very low proficiency". The outcomes of English teaching and learning in Thailand have not been as successful as expected.

In the last decade, many new instructional methods have been introduced into the classroom to improve learners' language proficiency. One such approach gaining traction is content-based language teaching (CBLT), which integrates language learning with subject matter content. This method not only enhances language proficiency but also provides students with valuable knowledge in various disciplines. According to a study of English reading comprehension using the CBI approach, the result found that the effectiveness of students' English reading was significantly higher and students' attitude toward CBI was good (Khruawan & Dennis, 2017). This study supports CBI as an effective approach to language learning and promoting students' achievement.

As CBI is an approach that organizes instruction around meaningful content or subject matter, rather than the traditional focus on grammar or skills, it is implemented in the English Program (EP) to promote students both competence in a second language and the knowledge of the content in subjects. Thailand's Ministry of Education is paying attention to improving English language education by developing the English Program curriculum to provide more opportunities for students to practice their English skills through meaningful knowledge. Therefore, these programs aim to provide students with a strong foundation in English language skills, including reading, writing, speaking, and listening, to prepare them for success in an increasingly globalized world by using English as a tool of instruction for teaching. Moreover, students have improved their critical thinking skills through the supportive environments provided in the schools.

According to the English Program context in Thailand, foreign teachers play an important role in as the language instruction provider who must be knowledgeable in various content areas. Their role in an English Program context differs significantly from traditional language teaching classrooms as they are not only language instructors but also content facilitators. There are four core subjects, which are English Language subjects, Mathematics, Sciences, and Health, required to be taught using English as a medium instruction. This requires a deep understanding of both the subject matter and language acquisition principles to effectively scaffold learning experiences for students. Teachers also focus on language instruction, helping students develop language skills such as listening, speaking, reading, and writing in the context of the subject matter. They provide language input, model language use, and offer feedback to support students' language development throughout the instructional process. Moreover, teachers promote deeper understanding and thinking skills by fostering students to analyze, and synthesize information from authentic content sources. As teachers in Content-Based Instruction play crucial multifaceted roles, their expertise and dedication are essential for creating meaningful learning experiences that integrate language learning with subject matter content effectively

Based on my experiences collaborating with non-Thai EFL teachers in English Program contexts, they encounter a multitude of challenges that significantly impact their roles in various aspects. These challenges can range from pedagogical issues to cultural and even visa and legal concerns. Pedagogical considerations, such as selecting suitable materials and designing relevant activities that align with the school curriculum, are primary challenges for non-Thai EFL teachers. Ensuring that students achieve desired learning outcomes in both language and content is particularly concerning. Moreover, cultural issues present significant hurdles, affecting communication, understanding of different traditions and values, and collaboration with colleagues. Miscommunication and misunderstanding between non-Thai EFL teachers and their Thai counterparts are common problems, with some teachers facing complaints from colleagues due to perceived differences in behavior or expression that may be considered rude in Thai contexts. Additionally, visa and legal issues are significant concerns for non-Thai EFL teachers. Obtaining a work visa and professional recognition in Thailand involves navigating through numerous requirements and extensive paperwork. The process for obtaining a teaching license also demands substantial qualifications from non-Thai teachers, increasing stress and uncertainty regarding their ability to continue teaching in Thailand.

Considering the pedagogical challenges encountered by non-Thai EFL teachers, it is essential to explore their perceptions regarding the suitability of current approaches for English Program contexts. Additionally, cultural awareness and legal obstacles significantly impact their working performance and professional development. Furthermore, there is limited research on foreign teachers' experiences in English Program contexts. Therefore, the present study aims to investigate non-Thai teachers' perceptions and challenges in integrating content into language instruction within the English Program contexts.

1.2 Research Objectives

- 1) To investigate the perceptions of non-Thai EFL teachers in the English Program toward integrating content into language instruction
- 2) To explore the problems experienced by EFL teachers in the English Program context.

1.3 Research Questions

- 1) What are the perceptions of Non-Thai EFL teachers in the English Program toward integrating content into language instruction?
- 2) What are the problems experienced by non-Thai EFL teachers in the English Program context?

1.4 Definitions of Key Terms

1.4.1 Integrating Content into Language Instruction

In this study, integrating content into language instruction refers to Content-Based Instruction (CBI), where English is used as the medium of instruction to teach various subjects within the English Program at a government primary school. Students learn the language through the exploration of content or subject matter, rather than focusing merely on linguistic or grammatical aspects. There are four core subjects, which are Mathematics, Science, Health, and English language taught using English as medium of instruction following the school curriculum. The lessons promote both competence of language and knowledge of content simultaneously.

1.4.2 Non-Thai EFL Teachers

Non-Thai ELF teachers refers to educators who are not native to Thailand. They are from UK, South Africa, Russia, and France. They are involved in teaching four core subjects which are Mathematics, Science, English, and Health in the English Program. They have experiences in teaching primary students grade 1-6 in English Programs (EP) more than one academic year, and have experiences in integrating content into language learning in their class.

1.4.3 ELF Teachers' Perceptions

Teachers' perceptions refer to their opinion on the effectiveness of an CBI approach, taking into account various factors such as the outcome students' language proficiency and the content knowledge, the confidence in using the language, acquisition of language skills, thinking skills, and students' engagement in classroom. Additionally, contextual issues such as the appropriateness of the curriculum, availability of resources, and administrative support are considered in assessing the overall effectiveness of the approach.

1.4.4 Problems in English Program Context

Problems refer to obstacles, difficulties, or challenges encountered as a non-Thai EFL teacher in an English Program context. The challenges encountered by non-Thai EFL teachers within English Program contexts were categorized into five aspects. Firstly, communication issues, encompassing language barriers and cultural disparities impede effective collaboration and interaction. Secondly, teachers grapple with an overwhelming workload, involving lesson planning, activity design, and navigating subject matter intricacies. Thirdly, accessibility to support from colleagues and the school poses challenges, hindering professional growth and classroom effectiveness. Fourthly, high expectations and stress from parents and school administrators add pressure on teachers, impacting their job satisfaction and well-being. Lastly, visa and legal issues introduce uncertainties regarding job security and continued employment. These multifaceted challenges underscore the complexity of teaching in English Program contexts and necessitate comprehensive support and strategies to address them effectively.

1.5 Scope of the Study

This study aims to explore the non-Thai teachers' perception in integrating content into language instruction and problems in the English Programs (EP) context at a government primary school in Thailand. The school offers English Programs for grades 1-6, with a curriculum approved by the Ministry of Education.

1.6 Significance of the Study

This study could be essential for several reasons. As non-Thai teachers play a significant role as the main instructors in EFL classroom for the English Program context, by investigating their perceptions and problems toward integrating content into language instruction, it can provide insights into the factors influencing the adoption and implementation of CBI approaches. Understanding teachers' problems faced in school can address specific needs and areas of improvement. Moreover, due to the substantial presence of foreign instructors in Thailand's English Programs, this study could serve to provide them with insights into the specific context of English Programs within Thai primary schools. It can offer guidance on the considerations they need to bear in mind as instructors and outline the expectations placed upon them by learners, schools, and parents. By shedding light on these critical factors, the research aims to inform policy and practice in language education, enhancing the quality of instruction and promoting meaningful learning experiences for students.

1.7 Organization of the Study

This study of Assess Teachers' Perceptions and Problems in Integrating Content into Language Instruction has been divided into five chapters as follows:

Chapter 1 of the study is the introduction chapter, which consists background, statement of the problems, research questions, research definition of terms, scope of the study, and the significance of the study.

Chapter 2 covers the 7 main areas along with the summary: (1) the definition of Content-Based Instruction (CBI), (2) Characteristics of Content-Based Instruction (CBI), (3) CBI in English Program Context, (4) Primary English Program in Thailand, (5) Teachers' Perceptions, (6) Problems encountered by EFL teachers, and (7) Related Studies.

Chapter 3 covers the research methodology, including participants, research instrument, procedures of the research, and the data analysis.

Chapter 4 presents the results of the findings.

Chapter 5 summarizes the overall study, including discussion, conclusions, and recommendations for further research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature in 7 main areas along with the summary: (1) the definition of Content-Based Instruction (CBI), (2) Characteristics of Content-Based Instruction (CBI), (3) CBI in English Program Contexts, (4) Primary English Programs in Thailand, (5) Teachers' Perceptions, (6) Problems encountered by EFL teachers, (7) Related Studies, and the summary

2.1. The Definition of Content-Based Instruction (CBI)

According to Loewen & Sato (2017), Content-Based Instruction (CBI) is a pedagogical approach where learners acquire nonlinguistic subject matter using the target language, which they are learning as an additional language. Additionally known as Content-Based Language Teaching (CBLT) and Content and Language Integrated Learning (CLIL), CBI encompasses various instructional methods aimed at facilitating language learning. Despite the different terms used, these approaches share common ground in their focus on language acquisition.

The definition of Content-Based Instruction (CBI) in past decades is an approach to language teaching and learning that focuses on using meaningful content of subject matter as the basis for language instruction, rather than traditional focus on grammar or language skills. CBI draws on the principles of Communicative Language Teaching in the concept of real communication and the exchange of information in the classroom (Richards & Rodgers, 2001). The content in CBI is subject matter from outside the domain of language. Students will acquire the content through language rather than the study of the language—linguistics or functions of languages. The language that is being taught could be used to present subject matter, and students would learn language as a product of learning about real-world content. Leaver & Stryker (1989) described the core principles of CBI that language is not taught in isolation but rather integrated with subject matter content, allowing learners to develop both their language skills and their knowledge of the subject matter simultaneously. Richards & Rogers also believed that people learn a second language more successfully

when they use the language as a means of acquiring information, rather than as an end in itself. The CBI addresses the role of language as a vehicle for learning content instead of the subject of instruction.

The primary goal of CBI is to provide learners together with knowledge, language, and thinking skills. CBI allows students to understand content in academic or real-world contexts critically through the target language (Richard & Rodgers, 2001). The focus of teaching CBI is how much meaning and information are communicated and constructed through texts and discourse. Curricula materials were produced by integrated subject matter and language teaching goals to teach in the classroom. It emphasizes the use of authentic materials, such as textbooks, articles, videos, and real-life tasks, to enhance language acquisition and promote meaningful communication. The activities in class often promote students' skills both language skills and thinking skills (Grabe & Stoller, 1997). These environments provided by using CBI will promote students' autonomy and they will be able to understand their own learning from the very start (Stryker & Leaver, 1989)

In summary, Content-Based Instruction (CBI) is an educational approach that emphasizes language learning through the exploration of content or subject matter, rather than focusing merely on linguistic or grammatical aspects. This method offers students the opportunity to engage with authentic materials and learning sources, facilitating effective language acquisition within meaningful contexts. By aligning content with curriculum objectives, students become more adept at using language in relevant situations appropriately. Additionally, CBI enables students to acquire new knowledge and deepen their understanding of subject matter while simultaneously acquire their language skills. Thus, this approach not only enhances students' language proficiency but also supports critical thinking, students' learning skills, and their learning outcome.

2.2 Characteristics of Content-Based Instruction (CBI)

Content-Based Instruction (CBI) is characterized by several key features that distinguish it from traditional language teaching approaches. These characteristics of CBI contribute to its effectiveness in promoting language acquisition and academic achievement among students as follows;

2.2.1 Seamlessly Integrating Language and Content

CBI seamlessly integrates language learning with the learning of academic content, fostering language development while students engage with subject matter such as science, social studies, or literature (Nation & Macalister, 2019). Content-Based Instruction (CBI) goes beyond traditional language teaching by integrating language learning with the study of academic content. Language is not taught in isolation but rather in the context of meaningful, real-world subjects like science, social studies, or literature.

By integrating language learning with academic content, CBI provides students with meaningful opportunities to develop language skills in authentic contexts. This approach helps students not only to improve their language proficiency but also to deepen their understanding of academic subjects.

2.2.2 Developing Students' Language Proficiency

Although the primary focus is on teaching academic content, language support is crucial to ensure that students can comprehend and engage effectively with the material. Language support may include vocabulary instruction, language scaffolding, and explicit language learning strategies (Snow et al., 1989). This support encompasses various strategies aimed at developing students' language proficiency while they engage with content.

By providing language support in CBI, this integrated approach helps students build both content knowledge and language proficiency, ultimately facilitating their academic success.

2.2.3 Increasing Students' Confidences

CBI prioritizes the development of students' communication skills, encouraging them to use language to express ideas, engage in discussions, and collaborate with peers to solve problems and complete tasks (Brinton, Snow, & Wesche, 2003). This approach encourages students to actively engage with language to participate in discussions, and collaborate with their peers to complete tasks. Students might work in groups to research and present findings about different habitats. Through collaborative projects,

students not only learn about ecological concepts but also practice using language to communicate their ideas, listen to their peers, and negotiate meaning.

By prioritizing communication skills in CBI, students not only deepen their understanding of academic content but also develop essential language skills for effective communication in various contexts. This approach fosters active engagement, critical thinking, and collaboration, preparing students for success in both academic and real-world settings.

2.2.4 Facilitating Second Language Acquisition

Content-Based Instruction (CBI) facilitates second language acquisition (SLA) by immersing students in language input and providing opportunities for language production within meaningful contexts (Disayamong, 2015). In a CBI classroom, students engage with content-rich materials that are relevant to their academic subjects, such as articles, videos, or presentations. As they interact with these materials, they encounter vocabulary, grammar structures, and discourse patterns specific to the subject matter, thereby enhancing their language input. Moreover, CBI provides opportunities for students to produce language through activities like discussions, debates, collaborative projects, and presentations. By applying their language skills to communicate ideas effectively in authentic contexts, students engage in language production.

By immersing students in language input and providing opportunities for language production within meaningful contexts, CBI promotes second language acquisition (SLA). This approach allows students to develop language proficiency while engaging with subject matter that interests them, thereby enhancing their motivation and engagement in the learning process.

2.2.5 Developing Students' Thinking Skills

Content-Based Instruction (CBI) plays a crucial role in developing students' thinking skills by fostering critical thinking, problem-solving, and analytical reasoning within the context of academic content. Students use the language to comprehend and evaluate information, drawing connections between their own cultural background and the emerging cultural literacy in the second language. According to a study by Grabe

& Stoller (1997) found that students who participated in CBI activities demonstrated higher levels of critical thinking and problem-solving skills compared to those who received traditional language instruction. Similarly, research by Brinton, Snow, & Wesche (2003) showed that CBI led to improvements in students' analytical reasoning and ability to apply knowledge to new situations.

CBI provides opportunities for students to engage in intellectually challenging tasks that require them to think critically, analyze information, and solve problems. Through these activities, students not only develop language proficiency but also cultivate essential thinking skills that are valuable for academic success and lifelong learning.

2.2.6 Promoting Students Engagement in Classroom

CBI often adopts a student-centered approach, where students take an active role in their learning process. Teachers facilitate learning through inquiry-based activities, collaborative projects, and opportunities for student choice and autonomy (Richards & Rodgers, 2014). This approach encourages students to take ownership of their learning and become active participants in constructing meaning from the content.

Moreover, CBI provides opportunities for student choice and autonomy, allowing students to pursue areas of interest and tailor their learning experiences to their individual needs and preferences. Teachers may offer a range of options for completing assignments, selecting topics for research projects, or demonstrating mastery of content. For example, in a language arts class, students might choose from a variety of novels to read independently, select topics for writing assignments, or decide on the format for presenting their work.

2.2.7 Providing Authentic Materials and Contexts

CBI emphasizes the use of authentic materials and real-world contexts relevant to students' lives, providing meaningful language practice and enhancing students' ability to apply language skills in authentic situations (Grabe & Stoller, 2013). In Content-Based Instruction (CBI), authentic materials and real-world contexts are central to the learning process. This means that instead of relying solely on textbooks or contrived exercises, teachers use materials and contexts that are relevant and

meaningful to students' lives. Students might analyze newspaper articles, watch documentaries, or listen to podcasts about pollution or climate change. These authentic materials provide rich language input while also exposing students to real-world issues and perspectives.

Authentic materials and real-world contexts allow students to see the relevance of language learning to their everyday lives and future aspirations. This approach fosters meaningful language practice and enhances students' ability to apply language skills in authentic situations, preparing them for success beyond the classroom.

In summary, Content-Based Instruction (CBI) is designed to integrate language learning with the acquisition of subject content knowledge. Through this approach, students not only gain proficiency in the target language but also master specific content areas. CBI emphasizes the development of communicative competence by providing opportunities for meaningful communication in the target language. Authentic materials, such as textbooks, articles, and videos, are incorporated into the classroom to enhance language learning. Students play an active role in their learning process, engaging in tasks that require them to use language to convey and understand authentic content. This approach not only enhances language skills but also fosters cognitive development and critical thinking abilities in students. These characteristics of CBI reveal the advantages of the approach which does not only enhance language learning, but also promote their learning skills in both subject matters and thinking skills.

2.3 Primary English Program in Thailand

In Thailand, English Programs (EPs) are initiatives embedded within schools aimed at providing English language instruction across various educational levels, including primary education. These programs are designed to offer students additional exposure to English and enhance their proficiency in the language. Typically, EPs in Thailand integrate English language learning with core subjects such as Mathematics, Sciences, Health, and English itself. These programs often immerse students in English language environments through English-medium instruction, language enrichment activities, and communication practice opportunities. EPs commonly employ a mix of native English-speaking teachers and qualified Thai instructors proficient in English.

Thailand's English Language Reform Policy demonstrates its recent commitment to reforming English teaching and learning at the basic education level. This policy aims to enhance English proficiency among Thai learners by transitioning from traditional grammar translation methods to Communicative Language Teaching (CLT). It emphasizes natural language learning approaches and aligns with CLT principles. Curriculum development processes are facilitated by the Basic Core Curriculum 2015, providing learning standards, indicators, and core contents for subject areas. English is mandated as a subject from Grade 1 in primary education to Grade 12 in secondary education, focusing on communication, culture, connections with other learning areas, and connections with the community and the world.

The implementation of CBI in EPs is supported by initiatives to enhance English proficiency through special language programs, enrichment classes, and communicative practice opportunities. The integration of Content-Based Instruction (CBI) within English Programs (EPs) is a widely adopted approach, particularly in teaching core subjects in English Program contexts. One popular approach within CBI, especially for ESL learners across primary, secondary, and post-secondary levels, is theme-based instruction. In theme-based instruction, the curriculum is structured around central themes or topics, with linguistic features embedded within these themes.

Unlike traditional English language classes that primarily focus on language items, theme-based instruction intentionally presents content and uses it as a vehicle for language instruction. It is a departure from traditional methods, as it places emphasis on integrating language skills within meaningful contexts. Theme-based instruction can be used to develop specific language skills or to target all four language skills: listening, speaking, reading, and writing. This approach offers a holistic framework for language learning, providing students with opportunities to engage with content in a relevant and meaningful way while simultaneously developing their language proficiency.

In the context of this study, the primary English classroom within an EP program serves as the setting for theme-based instruction. The materials utilized in the course play a crucial role in shaping the teaching methodology, as they are organized around central themes. Each chapter of the textbook is generally centered on a specific theme, and every element of the content within a chapter is related to that theme. Teachers must carefully consider the theme of the topic when preparing lessons for

their classes. Given the thematic organization of the curriculum, teachers are expected to apply Content-Based Instruction (CBI) in their language classes. This is because linguistic features are implicitly presented through the theme of each unit. Teachers must be familiar with presenting engaging content to students while simultaneously delivering language instruction. By integrating language content within thematic units, teachers can provide students with meaningful opportunities to develop their language skills while engaging with relevant and interesting subject matter. This approach promotes both language proficiency and content knowledge acquisition simultaneously.

In conclusion, English Programs (EPs) in Thailand play a crucial role in providing students with additional exposure to English language instruction and enhancing their proficiency. These programs integrate English learning with core subjects, immersing students in English language environments through various activities and instruction methods. CBI integrates language learning with core subject content, promoting meaningful language practice and aligning with CLT principles and educational reform initiatives. Therefore, EPs in Thailand serve as platforms for fostering English proficiency and promoting effective language learning strategies that prepare students for success in an increasingly interconnected world.

2.4 Teachers' Perceptions

Teachers' perceptions encompass their beliefs, attitudes, and perspectives regarding various aspects of teaching and learning. These perceptions significantly influence instructional practices, decision-making processes, and interactions with students (Brown, 2018). According to studies by Borg (2006) and Richards & Lockhart (1994), teachers' perceptions play a crucial role in shaping their professional development and teaching practices. These studies emphasize the need for teacher education programs to consider teachers' beliefs and attitudes in designing effective training and support initiatives.

Teachers' perceptions toward Content-Based Instruction (CBI) refers to their beliefs, attitudes, and understanding of the approach and its implications for language teaching and learning. It encompasses how teachers view the integration of language and content, their confidence in implementing CBI strategies, and their assessment of

its effectiveness in achieving language learning goals. Studies examining teachers' perceptions of CBI delve into various aspects, including its benefits, challenges, and practical considerations. Teachers' perceptions towards CBI can influence their willingness to adopt and implement this approach in their classrooms. Positive perceptions may stem from beliefs in the effectiveness of integrating language and content, enhancing student engagement, and promoting authentic language use. Conversely, negative perceptions may arise from concerns about curriculum alignment, resource availability, or teacher readiness. By identifying teachers' beliefs and concerns, educators and policymakers can provide targeted support, training, and resources to address challenges and enhance teachers' confidence and efficacy in implementing CBI strategies.

In conclusion, teachers' perceptions are central to the successful implementation of Content-Based Instruction (CBI) and other language teaching approaches. These perceptions, which encompass beliefs, attitudes, and perspectives, significantly shape instructional practices, decision-making processes, and interactions with students. Teachers' perceptions of CBI influence their willingness to adopt and implement this approach in their classrooms. Positive perceptions, rooted in beliefs about its effectiveness in enhancing language learning and engagement, can lead to successful implementation. Conversely, negative perceptions stemming from concerns about alignment, resources, or readiness may hinder adoption.

2.5 Problems Encountered by EFL Teachers

Foreign teachers in Thailand encounter various challenges that impact their experiences and effectiveness in the classroom. These challenges range from language barriers and cultural differences to workload issues, difficulties in teaching subject matter, and lack of support. Additionally, disparities in benefits, limited access to resources, high expectations from the school and parents, visa and legal issues, and challenges related to professional recognition further compound the difficulties faced by foreign educators. Understanding and addressing these problems are essential to create a conducive environment for foreign teachers to thrive and contribute effectively to the education system in Thailand.

2.5.1 Language Barrier

Language barrier is a significant challenge encountered by foreign teachers in Thailand, particularly those who do not speak Thai fluently. Limited proficiency in the local language can impede effective communication with students, understanding instructional materials, and collaborating with Thai colleagues. This barrier not only affects daily life interactions but also hinders the understanding of administrative procedures and school policies, leading to potential misunderstandings or difficulties in navigating the educational system.

According to a study by Tang (2020) investigated the challenges and importance of teaching English as a medium of instruction in Thailand International College and found that language barriers were a major source of frustration and stress. Teachers reported difficulties in conveying instructions to students, communicating with parents during parent-teacher meetings, and understanding administrative tasks such as filling out paperwork or attending meetings conducted in Thai. Another study by Chen & Cheng (2010) was a case study on foreign English teachers' challenges in Taiwanese elementary schools. This study documents the many challenges that three South African teachers faced. The data suggest that one common challenge is doubts on their accents and language barrier, with teachers expressing feelings of isolation and disconnection due to their limited ability to communicate effectively with local colleagues and community members.

In summary, the impact of language barriers on foreign teachers' experiences in Thailand is a significant challenge encountered as it impacts their daily interactions and poses challenges in understanding administrative procedures and school policies. This can result in misunderstandings and difficulties in navigating the educational system. Therefore, addressing language barriers is crucial for facilitating effective communication and ensuring smooth integration into the school environment.

2.5.2 Cultural Differences

Navigating cultural differences poses a significant challenge for foreign teachers in Thailand, as they must adapt to Thai cultural norms and practices while teaching in a new environment. Differences in communication styles, classroom

management techniques, and social etiquette can create barriers to effective teaching and collaboration with students, colleagues, and parents.

A study by Johnson (2019) explored the experiences of foreign teachers in Southeast Asia, including Thailand, and identified cultural adaptation as a key challenge. Teachers reported difficulties in understanding and navigating cultural differences, such as hierarchical structures within schools, deference to authority figures, and the importance of saving face in social interactions. In addition, a study Baker (2008), foreign teachers in Thailand highlighted the importance of cultural sensitivity and awareness in their teaching practices. An essential element in fostering successful intercultural communication is developing cultural awareness as part of ELT pedagogy. This then leads to suggestions on how locally relevant intercultural communicative practices can form part of ELT classroom pedagogy in Thailand with the aim of developing learners' cultural awareness.

In conclusion, navigating cultural differences presents a significant challenge for foreign teachers in Thailand, impacting their ability to effectively teach and collaborate within the school environment. While teachers recognize the importance of cultural sensitivity and awareness in their teaching practices, they also encounter difficulties in understanding and navigating cultural nuances, such as hierarchical structures and deference to authority. Addressing these challenges requires ongoing support and training to promote cultural competence and facilitate effective communication and collaboration in diverse educational settings.

2.5.3. Workload as a Teacher's Role

Foreign teachers in Thailand often face significant challenges related to their workload, which can impact their overall job satisfaction and well-being. These challenges include extensive lesson planning, teaching hours, and extracurricular responsibilities, all of which contribute to a demanding workload.

Morgan & Craith (2015) conducted a survey of workload, stress and resilience of primary teachers and found that many respondents reported feeling overwhelmed by principal teachers, learning support/resource teachers, and teachers in multi-grade situations more likely to report being affected by increased workload.

In a study by Qian et al. (2022), foreign teachers described the challenges of balancing their teaching responsibilities with administrative tasks and extracurricular activities. Teachers reported spending significant time outside of regular teaching hours preparing lessons, grading assignments, and participating in school events, leading to feelings of stress and burnout.

To conclude, foreign teachers in Thailand often grapple with overwhelming workloads, affecting their job satisfaction and well-being. Moreover, the challenge of balancing teaching with administrative tasks and extracurricular activities, leading to stress and burnout among teachers are frequently encountered. These findings underscore the need for effective support systems and strategies to address workload issues faced by foreign teachers in Thailand.

2.5.4. Difficulty in Teaching Subject Matters

Foreign teachers often encounter difficulties related to the subject matter they are required to teach in Thailand. These challenges arise due to various factors, including differences in educational systems, curriculum content, and teaching methodologies between their home countries and Thailand. Luangkrajang (2023) states that as discrepancies between the curriculum in their home country and the Thai curriculum lead to difficulties in understanding and effectively delivering the required subject matter to students. Moreover, teaching subject matter in a cultural context different from one's own can be challenging. Non-Thai teachers may find it difficult to relate to the cultural background and experiences of their students, which can impact their ability to effectively engage and connect with them.

2.5.5. Accessibility and Support

Foreign teachers in Thailand often encounter challenges accessing available resources or teaching materials provided by the school, which can impact their ability to effectively plan and deliver instruction. Teaching materials and resources provided by Thai schools may be predominantly in the Thai language, making it difficult for foreign teachers who are not fluent in Thai to access and utilize these materials effectively. This language barrier can hinder their understanding of curriculum documents, textbooks, and other instructional materials. Moreover, foreign teachers

may find that the teaching materials and resources provided by Thai schools are limited in quantity or quality. This may be due to budget constraints, logistical challenges, or differences in educational priorities. Limited access to essential resources such as textbooks, technology, and classroom supplies can hinder foreign teachers' ability to deliver engaging and effective instruction.

Research studies have highlighted the importance of addressing these challenges to support foreign teachers in accessing and utilizing available resources effectively. For example, a study by Hoang, & Wyatt (2021) investigated the experiences of foreign teachers in Vietnamese schools and data reveals the kinds of experiences that impacted their performance, including those experiences provided by school mentors. Similarly, research by Cansoy et al. (2022) examined the impact of Practices and Constraints of Teacher Professional Learning in a Centralized Education System, highlighting the need for support and professional development initiatives.

2.5.6 Lack of School Supports

Foreign teachers in Thailand often face challenges due to a lack of support from colleagues and the school administration, which can significantly impact their job satisfaction and effectiveness in the classroom. Foreign teachers may struggle to communicate effectively with Thai colleagues due to language and cultural differences. Miscommunication or misunderstandings may arise, leading to strained relationships and a lack of collaboration or support. Moreover, foreign teachers may feel isolated or marginalized within the school community, especially if they are the only non-Thai staff member or if there are few opportunities for them to participate in school-wide activities or decision-making processes. Foreign teachers may encounter resistance or skepticism from Thai colleagues who have different teaching philosophies or approaches. This can create tension or friction in collaborative planning and instructional delivery, leading to a lack of cohesion within the teaching team.

2.5.7 High Expectations from the School and Parents

High expectations from the school administration and parents can create added pressure for foreign teachers in Thailand, contributing to their overall stress and job dissatisfaction. These expectations may stem from various factors, including

perceptions of foreign teachers as language experts or cultural ambassadors, as well as the desire for tangible results in terms of student performance or language proficiency.

Research studies have documented the impact of high expectations on foreign teachers' experiences and well-being. For example, a study by Li & Walsh (2018) explored the experiences of foreign teachers in Chinese schools and found that unrealistic expectations from school leaders and parents placed significant strain on teachers, leading to burnout and turnover. Foreign teachers reported feeling overwhelmed by the demands placed on them, leading to feelings of inadequacy and frustration.

In Thailand, foreign teachers may encounter similar challenges due to the perception that they are hired to improve students' English language skills. These expectations may be exacerbated by cultural differences and language barriers, making it difficult for foreign teachers to effectively communicate with school administrators and parents about their roles and responsibilities.

2.5.8 Visa and Legal Issues

Visa and legal issues pose significant challenges for foreign teachers in Thailand, affecting their ability to work legally and maintain their status in the country. Navigating the visa and work permit process can be complex and time-consuming, requiring foreign teachers to adhere to strict regulations and paperwork requirements.

The process of obtaining a working visa, teaching license, and work permit for non-Thai teachers in Thailand involves extensive paperwork and strict time constraints for each step. Teachers must meticulously organize these applications to ensure they can work legally in Thailand. Additionally, these visas and work permits require annual renewal in alignment with the employment contract. Consequently, a teacher's legal status in Thailand is dependent on their employer, who holds the authority to cancel the work permit if the teacher fails to meet the school's expectations, resulting in the termination of the visa and the teacher's right to stay in Thailand. This situation places significant stress on non-Thai teachers.

Moreover, non-Thai teachers, despite their qualifications and talents, face challenges due to frequent changes in immigration and labor regulations, further complicating the visa and work permit acquisition process. Some schools provide

Human Resources support to assist non-Thai teachers with these procedures. Nevertheless, the stringent requirements and bureaucratic limitations imposed by the immigration and labor offices can lead to increased stress and job insecurity for non-Thai teachers who may struggle to meet the necessary documentation standards.

Research studies have highlighted the difficulties faced by foreign teachers in obtaining and renewing visas in Thailand. For example, a study by Smith & Hill (2019) examined the experiences of expatriate teachers in Southeast Asia and found that visa-related issues were a common source of stress and uncertainty. Foreign teachers reported challenges with understanding visa requirements, obtaining the necessary documentation, and navigating bureaucratic processes. Similarly, research by Tanielian (2014) explored foreign language anxiety in a new English program in Thailand and identified visa and work permit issues as significant barriers to their professional development and job satisfaction. Foreign teachers reported feeling anxious about their visa status and expressed frustration with the lack of clarity and consistency in visa regulations.

In addition to visa issues, foreign teachers in Thailand may also encounter legal challenges related to employment contracts, labor laws, and immigration policies. Changes in regulations or enforcement practices can further complicate matters, requiring foreign teachers to stay informed and adapt to evolving legal requirements.

2.5.9 Professional Recognition

Professional recognition can be a challenge for foreign teachers in Thailand, as they may encounter barriers to acceptance within the education system. Differences in qualifications, teaching methodologies, or educational backgrounds between foreign teachers and their Thai counterparts can impact their credibility and opportunities for career advancement. Foreign teachers may face difficulties in gaining recognition for their expertise and experience, which can affect their job satisfaction and professional development. A study by Luangkrajang (2023) have highlighted the importance of addressing these issues to ensure equitable treatment and support for foreign teachers in Thailand. The professional development program had impacts on their performance in the classroom such as instructional design, classroom management, and contents in the main subject.

Foreign teachers in Thailand encounter various challenges that impact their experiences and effectiveness in the classroom. Language barriers hinder effective communication with students, understanding administrative procedures, and collaborating with Thai colleagues. Cultural differences present challenges in adapting to Thai norms and practices, affecting teaching and collaboration within the school environment. Workload issues, including extensive lesson planning and extracurricular responsibilities, contribute to stress and burnout among foreign teachers. Difficulty in teaching subject matter arises due to discrepancies between the curriculum in their home country and the Thai curriculum. Accessibility and support challenges hinder foreign teachers' ability to access resources and receive adequate support from colleagues and school administration. High expectations from the school and parents add pressure on foreign teachers, affecting their job satisfaction and well-being. Visa and legal issues, as well as challenges related to professional recognition, further complicate matters for foreign teachers in Thailand. Addressing these challenges requires concerted efforts from educational institutions, policymakers, and stakeholders to support and empower foreign teachers in navigating the complexities of teaching in Thailand.

2.6 Related Studies

Content-Based Instruction (CBI) has emerged as a valuable approach in language education, particularly in English as a Foreign Language (EFL) contexts. By integrating language instruction with subject content, CBI aims to enhance language learning outcomes while fostering students' engagement with academic material. This introduction provides an overview of several studies that investigate the advantages and practical aspects of CBI in EFL contexts.

Davies (2016) conducted a study of "Implementing Content-Based Language Teaching in an EFL context: The teacher's experience" to explore practical aspects and challenges faced by teachers when implementing Content-Based Language Teaching (CBLT) in an English as a Foreign Language (EFL) context. Through qualitative research, Davies explores the experiences of teachers in integrating language instruction with subject content, highlighting both the benefits and obstacles encountered in the process. The study reveals that while teachers recognize the potential

of CBLT to enhance language learning outcomes and students' engagement, they also face various challenges in its implementation. These challenges include time constraints for lesson planning and curriculum development, difficulties in finding appropriate content materials, and the need for specialized training and support in CBLT methodologies. Despite these challenges, teachers express a strong commitment to implementing CBLT in their classrooms, emphasizing its positive impact on students' language proficiency and content knowledge. They also emphasize the importance of collaboration with colleagues and ongoing professional development to address the challenges and maximize the effectiveness of CBLT implementation.

Hellekjær (2016) conducted a study of Teaching EFL with authentic materials: A practical guide. This study explores how the use of authentic materials in CBI enhances language learning outcomes. It discusses the benefits of incorporating real-world content into language instruction, such as increased student engagement, improved language acquisition, and enhanced cultural understanding. Through the exploration of authentic materials, such as newspapers, magazines, and real-world texts, teachers can enhance language learning experiences for students. These materials not only expose learners to natural language use but also provide cultural insights and real-world context, making the learning process more engaging and meaningful. By incorporating authentic materials into EFL teaching practices, educators can effectively promote language acquisition, improve communicative competence, and foster cross-cultural understanding among students. Overall, the study underscores the importance of integrating authentic materials into EFL instruction to create dynamic and engaging learning environments that support language development and cultural awareness.

Genesee & Lindholm-Leary (2018) conducted a study of "Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning" to provide a comprehensive examination of bilingualism and second language learning, particularly focusing on dual language development and disorders. Through this handbook, they offer valuable insights into the complexities of language acquisition and the unique challenges faced by individuals who are learning or using multiple languages. Genesee & Lindholm-Leary explore various factors influencing language acquisition, including age of acquisition, language exposure, and language proficiency levels. Furthermore, the handbook discusses the impact of bilingualism on

language disorders and provides guidance for educators, clinicians, and researchers working with bilingual individuals. It highlights the need for culturally and linguistically responsive assessment and intervention strategies to effectively support language development and address language difficulties in bilingual populations. This study offers a comprehensive and insightful resource for understanding the complexities of bilingualism and second language learning, providing valuable guidance for professionals working in diverse language contexts.

Snow (2018) conducted a study of "Using Content-Based Instruction to Teach History to English Language Learners" to explore the efficacy of content-based instruction (CBI) in teaching history to English language learners (ELLs). The researcher examines how CBI can be effectively implemented to enhance language acquisition and content knowledge simultaneously. Throughout the study, the researcher emphasizes the importance of integrating language and content instruction, particularly in subject areas like history, to support ELLs' language development while ensuring their engagement with academic content. By immersing ELLs in historically rich materials and providing opportunities for meaningful language use within the context of historical content, CBI enables students to deepen their understanding of both language and history. Snow discusses various instructional strategies and approaches that leverage CBI principles, such as using authentic historical documents, incorporating multimedia resources, and engaging students in collaborative learning activities. These strategies aim to promote language proficiency and critical thinking skills while fostering a deeper appreciation for historical content among ELLs. Furthermore, the study highlights the benefits of a student-centered approach to CBI, where ELLs take an active role in constructing knowledge and meaning through inquiry-based learning experiences. By providing opportunities for ELLs to interact with historical content in meaningful ways, educators can facilitate language acquisition and content learning simultaneously.

Liu & Moore (2018) conducted a study of "The Effects of Content-Based Instruction on EFL Students' Performance in a College English Writing Course". The study investigates the impact of content-based instruction (CBI) on the performance of English as a Foreign Language (EFL) students in a college English writing course. Through their research, Liu & Moore examine how integrating content

from other academic subjects into the English writing curriculum influences EFL students' writing proficiency and overall academic performance. The study focuses on the effectiveness of CBI in enhancing students' writing skills, critical thinking abilities, and content knowledge. The findings suggest that CBI positively impacts EFL students' performance in English writing courses, leading to improvements in both writing proficiency and content comprehension. By incorporating subject-specific content into the writing curriculum, students are exposed to authentic language use and meaningful writing tasks related to academic disciplines. Moreover, the study highlights the role of CBI in promoting student engagement and motivation in the writing process. Through the integration of relevant content materials and interdisciplinary activities, students demonstrate increased interest and enthusiasm for writing tasks, resulting in higher levels of participation and effort. By connecting language learning with meaningful content from other academic subjects, educators can create enriching learning experiences that support students' language development, critical thinking skills, and overall academic success.

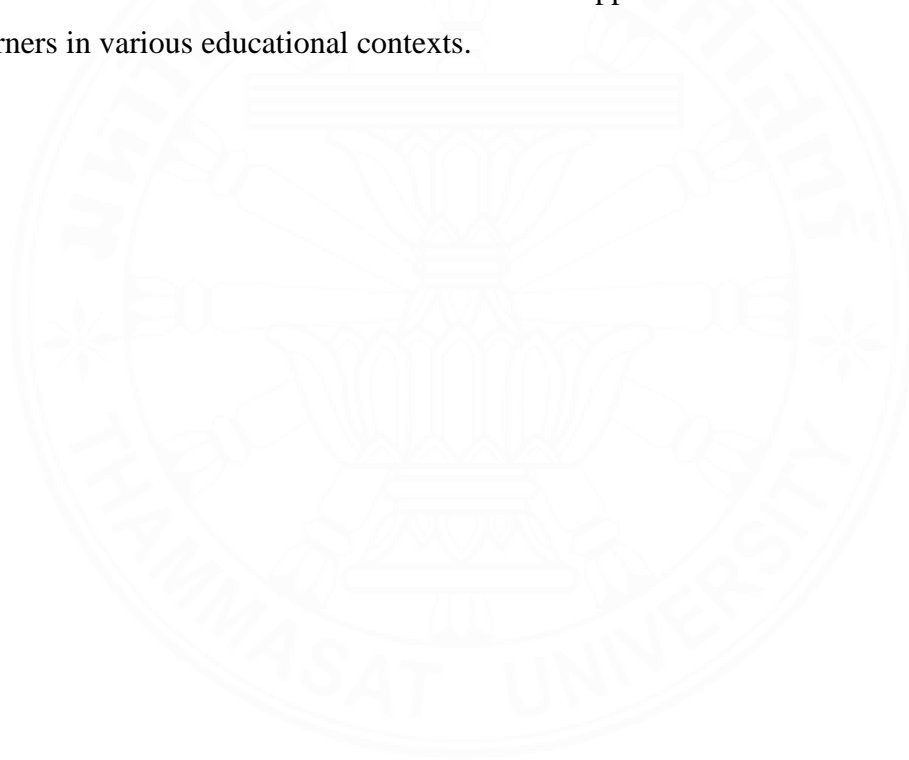
Overall, these studies underscore the importance of CBI in promoting language development, content knowledge, and cultural awareness among EFL learners. By integrating language instruction with subject content and leveraging authentic materials, educators can create dynamic and engaging learning environments that support students' academic success and language proficiency.

Summary: Content-Based Instruction (CBI) has emerged as a dynamic and effective approach to language teaching and learning, characterized by its integration of language instruction with subject content. Through the use of authentic materials and real-world contexts, CBI promotes language acquisition while engaging students with meaningful academic material. This instructional approach emphasizes communication, critical thinking, and cultural awareness, preparing students for success in both language proficiency and academic achievement.

In the context of English Programs (EPs) and initiatives like the Primary English Program (PEP) in Thailand, CBI plays a pivotal role in enhancing English language proficiency among learners. By integrating English language learning with core subjects, CBI provides students with additional exposure to English and opportunities

for authentic language use, aligning with educational reform initiatives and promoting communicative language teaching principles.

However, the successful implementation of CBI relies heavily on teachers' perceptions, attitudes, and understanding of the approach. Educators play a crucial role in designing and delivering CBI lessons, addressing challenges, and maximizing the benefits of this instructional approach for students. While challenges such as language barriers, cultural differences, high workloads, and limited resources may arise, addressing these obstacles through targeted support, training, and collaboration is essential. Moreover, continued research and professional development in the field of CBI can further enhance its effectiveness and support the diverse needs of language learners in various educational contexts.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter illustrates the research methodology used in this research study to get information about Assessing Teachers' Perception and Challenges in Integrating Content into Language Instruction. The explanation of research design, populations and participants, research procedures, research instruments, data collection, and data analysis are discussed in this chapter

3.1 Participants

The participants in this study were selected 30 non-Thai teachers working at a government primary school in Thailand. These participants were non-Thai EFL teachers from the UK, the USA, South Africa, Russia, and France, who were involved in the English Program. Purposive sampling was applied using the following criteria:

- 1) All participants are non-Thai teachers working in a primary school in Thailand.
- 2) All participants have been teaching at the primary level of the English Program, integrating content into their instructional practices for a minimum of one academic year.

3.2 Methods

The setting of this research was an EFL (English as a Foreign Language) classroom context in a government primary school in Thailand. In this school, the English Program (EP) teachers were responsible for delivering education in four subjects: Mathematics, Science, Health, and English. As non-Thai teachers, English was the only medium they could use to present content and communicate with their students. The school had received approval from the Ministry of Education to implement an English Program, which supported the use of Content-Based Instruction (CBI) in the classroom. This approach emphasizes the integration of both language and content, allowing students to learn English through the subject matter covered in various themes aligned with the textbooks. Teachers in these schools routinely

employed CBI in their English classrooms and were well-versed in the preparation, delivery, and feedback processes associated with this method.

The study also explored the challenges associated with integrating content into language instruction within the English Program context. CBI involves numerous considerations and can present potential difficulties for teachers. Additionally, as foreign teachers, their differing perceptions may impact their teaching approaches and achievement levels. Moreover, pressures from stakeholders such as administrators, colleagues, students, and parents could affect their performance. The study aimed to gather feedback to address these challenges effectively.

3.3 Research Instruments

This study employed a mixed-methods approach to address the research questions. Two types of instruments were utilized: a questionnaire survey for collecting quantitative data and semi-structured interviews for gathering qualitative insights.

3.3.1 Questionnaire Survey

The questionnaire survey aimed to collect quantitative data from 30 participants. It consisted of three parts:

Part I: General Information: Participants provided background information, including gender, age, educational background, years of experience, and the levels of students they were teaching (Questions 1-5).

Part II: Perceptions: Participants responded to 10 statements regarding their perceptions towards integrating content into language instruction. Statements 1-7 are designed to assess the perceived effectiveness of Content-Based Instruction (CBI) implementation among students. These items focus on various aspects of student outcomes aligned with the characteristics of CBI, including enhancing language proficiency and content knowledge, boosting confidence in language use, supporting language acquisition, fostering critical thinking skills, and encouraging active learning. Statements 7-8 are designed to evaluate the level of difficulty concerning Expectations and Stresses experienced by non-Thai EFL teachers in an English Program context. These questions seek to measure the challenges coping the school administrative

regulation and policy, and high expectations from the students or their parents on the students' outcome

Part III: Problems: These questions addressed the problems or difficulties non-Thai EFL teachers might encounter while working in a government primary school in Thailand.

Part IV: Open-ended Questions: Participants were given the opportunity to elaborate on their answers and provide additional information through open-ended questions. These questions encouraged participants to offer detailed explanations about challenges and concerns encountered in the classroom.

Part IV aimed to gather qualitative insights and enrich the understanding of participants' experiences and perspectives on integrating content into language instruction.

A 5-point Likert scale was utilized in Part II and Part III to gauge teachers' attitudes towards Content-Based Instruction, with the following interpretation of responses: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree.

3.3.2 Semi-Structured Interviews

Semi-structured interviews were conducted with non-Thai primary English teachers participating in the English Program (EP) in primary public schools in Thailand. An interview guide, consisting of 6 questions, was developed based on a previous research study (Dissayapong, 2015). The questions aimed to gather participants' opinions on integrating content into language instruction, identify difficulties encountered in applying Content-Based Instruction, and gather feedback on their experiences with the method.

The semi-structured interviews allowed informants to freely express their views about the method, providing insights into their practical application of content integration in the English language classroom. The adaptability of the interview format ensured flexibility in exploring relevant topics while maintaining focus on the research questions.

3.4 Research Procedures

3.4.1 Non-Thai primary-level teachers, who have been teaching for more than one academic year, were asked to complete a questionnaire via Google Forms. The participants were provided with a link to access the form and submit their responses. A total of 30 completed responses were selected for analysis in this study.

3.4.2 Three non-Thai teachers, each teaching in a different level at a government primary school, were asked to participate in semi-structured interviews. The selection process utilized convenient sampling, resulting in interviews with teachers from Primary 1, Primary 3, and Primary 6. All three teachers had more than two years of experience teaching English while integrating content into their EFL classroom context.

3.4.3 The data obtained from the questionnaire survey was analyzed. The survey was initially conducted so that the quantitative data would be collected. Some noteworthy findings were elicited from the questionnaires.

3.4.4 Following the analysis of the questionnaire data, semi-structured interviews were conducted to gather additional information on specific points related to the implementation of Content-Based Instruction in the classroom. These interviews aimed to provide further clarification and insights into certain aspects that emerged from the questionnaire responses.

3.4.5 The interviews typically lasted around 20 minutes each, with the structure adapted. Participants were initially asked for general information to establish rapport before delving into the main discussion points. They had the opportunity to share their experiences of integrating content into their language classrooms, and to elaborate on the benefits, concerns, challenges, and feedback regarding the method. Additionally, as experienced practitioners, participants were encouraged to provide their insights and suggestions for improving the method, which could be valuable for other teachers interested in implementing it in their own classes. Once all the data was gathered, conclusions were drawn to address the two research questions regarding Teachers' Perception and Challenges in Integrating Content into Language Instruction.

3.5 Data Analysis

The study aimed to investigate Teachers' Perception and Challenges in Integrating Content into Language Instruction. The data in the survey questionnaires was analyzed as follows:

3.5.1 English teachers' personal background and information was calculated by using frequency and percentage.

3.5.2 The data about Teachers' Perception in Integrating Content into Language Instruction was analyzed by using Mean and Standard Deviation. In addition, the results of the average means were categorized into 5 levels.

4.21 – 5.00 = Strongly agree

3.41 – 4.20 = Agree

2.61 – 3.40 = Nether agree or Disagree

1.81 – 2.60 = Disagree

1.00 – 1.80 = Strongly disagree

3.5.3 The responses from the open-ended questions were reported in term of percentage of each key concept. These key concepts were identified based on recurring themes and ideas present in the participants' answers. Each concept was then counted for its frequency of occurrence in the participants' responses to determine the percentage of respondents who provided answers containing each keyword.

3.5.4 The semi-structured interviews were analyzed following the set of interview questions. The analysis focused on identifying common themes, patterns, and insights emerging from the participants' responses.

3.5.5 The quantitative data collected from the questionnaire survey and the qualitative data obtained from the semi-structured interviews were analyzed together to draw summary, discussion, and conclusions, which served as the answers to the research questions.

In this chapter, we have explored the research methodology employed in this study, detailing the design, data collection methods, and analytical procedures. Chapter 4 will present the findings derived from this methodology, offering insights and interpretations based on the collected data.

CHAPTER 4

RESULTS

This chapter reports the results of investigating non-Thai English teachers' perception and problems in integrating content into language learning. The results are divided into 5 parts.

The first part presents the demographic data of the participants. The second part outlines the results of non-Thai teachers' perceptions on integrating content into language learning. The third part reports the problems encountered by non-Thai teachers in the English Program context. The fourth part details the results from open-ended questions on the challenges and suggestions for Content-Based Instruction (CBI) implementation. The fifth part provides in-depth insights from interviews, covering the challenges of applying CBI, strategies adapted, students' feedback, suggestions for improvement, support and collaboration, and stakeholder expectations.

4.1 Demographic Data

This part indicated the general demographic data of the participants. The results were shown based on the questionnaires as follows:

Table 1

Gender of the Participations

Gender	Frequency	Percentage
Male	19	63.33
Female	11	36.67
Total	30	100

As presented in Table 1, it indicated the gender of the participants which 30 participants were 19 males (63.33%) and 11 females (36.67%)

Table 2*Age of the Participants*

Age (Year)	Frequency	Percentage
20-29	8	26.67
30-39	18	60.00
More than 40	4	13.33
Total	30	100

Table 2 presents the age distribution of the participants. Specifically, 18 teachers (60%) fell within the age range of 30-39 years old, while 8 teachers (26.67%) were aged between 20-29 years old. Additionally, 4 teachers (13.33%) were above the age of 40.

Table 3*International of the Participants*

International	Frequency	Percentage
British	9	30
American	4	13.33
South African	12	40
Russia	4	13.33
French	1	3.33
Total	30	100

Table 3 presents the nationalities of the participants. Over half of the participants (83.33) are from countries where English is their native language, with the majority being from South Africa (40%). For teachers from countries where English is not the first language, they met the English proficiency criteria by achieving a TOEIC score of over 600.

Table 4*Teaching Experience*

Experience (Year)	Frequency	Percentage
1-5	20	66.67
6-10	8	26.67
More than 10	2	6.67
Total	30	100

Table 4 illustrated the teaching experience of the participants. The highest frequency was 20 teachers who had 1-5 years' experience (66.67%). 8 teachers had 6-10 years' experience (26.67%). 2 teachers had more than 10 years' experience (6.67%).

Table 5*Grade Level Taught*

Grade Level Taught	Frequency	Percentage
Primary 1-3	15	50
Primary 4-6	15	50
Total	30	100

Table 5 illustrated the teaching levels of the participants. 15 teachers (50%) were teaching primary 1-3. The other 15 teachers (50%) were teaching primary 4-6

4.2 Perceptions toward CBI

This section will discuss perceptions from non-Thai EFL teachers regarding the integration of content into language instruction. The result was divided into two parts which are the perceived effectiveness of CBI implementation, and additional factors enhancing the efficacy of CBI implement.

4.2.1 The Perceived Effectiveness of CBI Implementation

The non-Thai teachers' perception toward effectiveness of Content-Based Instruction (CBI) implementation will be discussed in this section. The result presents

in many aspects as follow; enhancing language proficiency and content knowledge, boosting students' confidence in language use, supporting language acquisition, fostering critical thinking skills, and encouraging active learning.

Table 6

Teachers' Perceptions Toward Effectiveness of CBI Implementation

NO	Statement	Mean Score	S.D.	Interpretation
1	CBI enhances students' overall language proficiency.	4.57	0.50	Strongly Agree
2	Students develop both language and content knowledge simultaneously.	4.30	0.46	Strongly Agree
4	Students are more confident to produce the language.	3.93	0.93	Agree
5	CBI improves students' language acquisition.	3.87	0.72	Agree
3	Students can effectively grasp the knowledge taught in English.	2.33	0.98	Disagree
7	Students are more active in the learning process.	2.03	0.84	Disagree
6	CBI fosters students' critical thinking by using authentic tasks.	2.00	0.82	Disagree

Table 6 presents the average mean scores and standard deviations of teachers' attitudes toward the effectiveness of Content-Based Instruction (CBI) implementation. These scores indicate the level of satisfaction among teachers regarding various aspects of CBI. The findings indicate that the majority of teachers strongly agreed that CBI enhances students' language proficiency, with the highest mean score of 4.4 and a standard deviation of 0.5. Additionally, teachers strongly agreed that students can learn both language and content simultaneously. They also agreed that students gain

confidence in using the language and improve their language acquisition through increased language input and production in real-life situations.

However, most teachers disagreed that students effectively grasp content knowledge when taught in English. They also expressed the belief that students do not respond actively to classroom activities. Moreover, the results indicate that most teachers disagreed that students improve their critical thinking through the use of authentic materials, with the lowest mean score of 2.00 and a standard deviation of 0.82.

4.2.2 Additional Factors Enhancing CBI Implement

This section presents the results reflecting on additional factors conducive to enhancing the efficacy of Content-Based Instruction (CBI) implementation. These items inquire about relevant factors such as the school's curriculum, the availability of authentic materials and teaching resources, and the level of school support.

Table 7

Factors Enhancing CBI Implementation

No	Statement	Mean Score	S.D.	Interpretation
8	The school curriculum is suitable for CBI implementation	2.53	0.81	Disagree
9	The available sources provided by the school are appropriate.	2.50	0.89	Disagree
10	School supports my professional development.	2.27	0.89	Disagree

According to Table 7, the findings indicate that the majority of teachers disagreed that they received full support from the school administration in their professional development, as evidenced by the lowest mean score of 2.27 and a standard deviation of 0.89. Additionally, teachers disagreed that the school curriculum was

suitable for CBI and that available sources including provided textbooks and teaching materials were appropriate.

4.3 Problems Experienced by Non-Thai EFL Teachers

This section presents the results of gathering insights from non-Thai EFL teachers regarding the challenges they experience in the English Program (EP) context. The data were categorized into five main areas: communication issues, teachers' responsibilities, accessibility and support, expectations and stresses, and visa and legal issues.

4.3.1 Difficulty of Communication Issues

This section is intended to gauge the extent of communication challenges encountered by non-Thai EFL teachers in the English Program context. The questions aim to assess whether teachers have faced difficulties due to language barriers and cultural differences while working in Thai schools as non-Thai EFL educators.

Table 8

Difficulty of Communication Issues

No	Statement	Mean Score	S.D.	Interpretation
1	language barriers while communicating with Thai students or colleagues	4.73	0.44	Strongly Agree
2	struggling with cultural awareness resulting in miscommunicating	4.57	0.80	Strongly Agree

Table 8 displays the average mean scores and standard deviations concerning communication issues encountered by non-Thai EFL teachers. These scores reflect the level of difficulty experienced by teachers in navigating communication challenges while working in Thai schools. The results reveal that most teachers strongly agreed that they faced language barriers when communicating with Thai students or

colleagues, with the high mean score of 4.73 and a standard deviation of 0.44. Furthermore, teachers strongly agreed that they encountered difficulties due to cultural awareness issues, resulting in miscommunication and misunderstandings with their students or colleagues.

4.3.2 Difficulty of Non-Thai Teachers' Core Responsibility

The statements in this section present the challenges associated with teaching methodologies aimed at enhancing students' English language skills and the obligatory subject matter that teachers must instruct their students on.

Table 9

Difficulty of Non-Thai Teachers' Core Responsibility

No	Statement	Mean Score	S.D.	Interpretation
3	challenges in extensive preparation for teaching students	4.03	0.66	Agree
4	difficulties with the compulsory subject matter.	3.47	0.85	Agree

Table 9 presents the average mean scores and standard deviations regarding the workload encountered by non-Thai EFL teachers. These scores indicate the level of difficulty experienced by teachers in fulfilling their core responsibilities while working in Thai schools. The results reveal that most teachers agreed that they faced challenges in requiring much preparation for teaching students, with a mean score of 4.03 and a standard deviation of 0.66. Furthermore, teachers agreed that they encountered difficulties due to the compulsory subject matter they were required to teach their students.

4.3.3 *Difficulty of Accessibility and Support*

In this section, we delve into the challenges associated with accessing available resources or teaching materials provided by the school and obtaining full support from colleagues and the school when needed.

Table 10

Difficulty of Accessibility and Support

No	Statement	Mean Score	S.D.	Interpretation
5	Challenges in accessing available resources or teaching materials provided by the school.	4.07	0.68	Agree
6	Do not receive fully support from colleagues, and the school when I need help.	4.23	0.80	Strongly Agree

Table 10 displays the average mean scores and standard deviations concerning teachers' accessibility and support encountered by non-Thai EFL teachers. These scores reflect the level of difficulty experienced by teachers in accessing available resources for teaching materials proved by the school and help or support from the school and their colleagues. The results reveal that most teachers strong agreed that they Do not receive fully support from colleagues, and the school when I need help., with the mean score of 4.23 and a standard deviation of 0.80. Furthermore, teachers agreed that they encountered difficulties due to accessing available resources or teaching materials provided by the school.

4.3.4 *Difficulty of Expectations and Stresses*

In this section, the level of difficulty concerning the expectations and stresses experienced by non-Thai EFL teachers in the English Program context was uncovered. The results showed the challenges stemming from coping with school administrative

regulations and policies, as well as the high expectations placed on students or their parents regarding academic outcomes.

Table 11

Difficulty of Expectations and Stresses

No	Statement	Mean Score	S.D.	Interpretation
7	I am struggling to cope with the expectations from school policy.	4.00	0.58	Agree
8	I feel stressed with the high expectations from the students or their parents on the students' outcome.	4.67	0.47	Strongly Agree

Table 11 presents a summary of the mean scores and standard deviations pertaining to the Expectations and Stresses encountered by non-Thai English as a Foreign Language (EFL) instructors. These scores reflect the challenges encountered by teachers in navigating school administrative regulations and policies, as well as, managing with high expectations from the students or their parents on the students' outcome. The findings underscore a predominant consensus among teachers, indicating a strong agreement with the assertion that they experience significant stress attributable to the heightened expectations from students or their parents concerning academic outcomes, as evidenced by a mean score of 4.67 and a standard deviation of 0.47. Additionally, there exists a general agreement among teachers regarding the difficulty in effectively addressing the expectations delineated within school policies.

4.3.5 Difficulty of Visa and Legal Issues

This section presents the degree of complexity surrounding Visa and Legal Issues encountered by non-Thai English as a Foreign Language (EFL) educators within the English Program context. These inquiries aim to gauge the obstacles encountered in procuring or renewing work permits or visas, consequent to changes in immigration

policies or regulations. Furthermore, they endeavor to quantify the bureaucratic hurdles impeding the acquisition of professional certifications or qualifications accredited within the Thai context.

Table 12

Difficulty of Visa and Legal Issues

No	Statement	Mean Score	S.D.	Interpretation
9	I have encountered some challenges in obtaining or renewing work permits or visas due to changes in immigration policies or regulations.	4.53	0.67	Strongly Agree
10	I have encountered bureaucratic obstacles in obtaining professional certifications or qualifications recognized in Thailand.	4.30	0.64	Strongly Agree

Table 12 provides an overview of the mean scores and standard deviations related to the visa and legal issues confronted by non-Thai teachers. The results highlight a prevailing consensus among instructors, signifying a robust concurrence with the difficulties encountered in securing or renewing work permits or visas due to uncertainty in immigration policies or regulations, as indicated by a mean score of 4.67 and a standard deviation of 0.47. Furthermore, there is a widespread acknowledgment among teachers regarding the challenges posed by bureaucratic impediments in attaining professional certifications or qualifications acknowledged within the Thai jurisdiction.

4.4 Open-Ended Results

In this part, there were 2 questions for the participants to answer as follows:

Question number 1: What specific challenges do you encounter when integrating content into language instruction in your English language classroom?

Question number 2: Based on your experiences, what recommendations or suggestions do you have for improving the effectiveness of integrating content into language instruction?

There were 30 participants who answered these questions. Their answers were grouped to the key concepts that they belonged to. The results are presented in terms of frequency and percentage.

Table 13

Challenges of Applying Content-Based Instruction in EFL classroom

Answers	Frequency	Percentage (%)
1. Students have inappropriate behaviors and less respectfulness to their non-Thai teachers causing the difficulty in classroom management.	9	30.00
2. Lessons or contents in compulsory subjects are too difficult for the level of the study	7	23.33
3. Some children are at different levels, so the level of instruction may be too difficult/easy.	5	16.67
4. It's hard to prepare teaching to encourage students to participate the activities and enhance their learning outcome.	3	10.00
5. Available resources for teaching materials are not suitable to the lesson, students background, and inadequate.	2	6.67
6. Teachers face difficulties in communicating instructions, explanations, and feedback to their students.	2	6.67

7. The limited amount of time for teachers to cover all necessary language learning objectives and activities within a given period.	2	6.67
Total	30	100

According to the data presented in Table 13, the responses garnered from participants regarding question number 1 reveal a prevailing occurrence of inappropriate student behavior, significantly impinging upon classroom management during instructional activities, registering the highest frequency at 30.0%. Following closely, 23.33% of respondents expressed challenges associated with inappropriate curriculum content and the complexity of lesson delivery in compulsory subjects, constituting the second most prominent concern among teachers. Furthermore, 16.67% of participants expressed apprehension regarding the diverse backgrounds of students. Conversely, fewer teachers cited concerns regarding additional issues such as teaching preparation, the scarcity of available resources, language barriers, and time constraints.

Table 14

Recommendations or Suggestions for Improving the CBI implementation

Answers	Frequency	Percentage (%)
1. Teachers should make the learning process easy and fun	16	53.33
2. Co-teachers should be more cooperate with foreign teachers in classroom	4	13.33
3. Teachers should bring strategies to improve your teaching and also to reduce the problems in your classroom	4	13.33
4. Teachers should set classroom rules to control your class properly	4	13.33
5. Schools should provide more funds available for resources or adequate teaching materials	2	6.67
Total	30	100

As delineated in Table 14, the insights gathered from participants regarding question number 2 unveil that the predominant recommendation for implementing Content-Based Instruction (CBI) is to simplify lesson content and provide them with enjoyable elements, accounting for the highest frequency at 53.33%. Concurrently, suggestions pertaining to collaboration with teacher assistants, the application of varied teaching strategies, and the establishment of classroom rules each garnered a comparable percentage of 13.33%. Conversely, a minority of teachers articulated the necessity for increased financial resources and teaching materials within the classroom setting.

4.5 Semi-Structured Interview Results

In this part, there were 6 questions for getting more inside information about the challenges non-Thai teacher encountered in integrating content into language teaching

Through convenient sampling, interviews were conducted with three teachers teaching in Primary 1, Primary 3, and Primary 6. Each of these teachers possesses over two years of teaching experience. All of these teachers have also received positive feedback from their colleagues and students. This sampling approach aimed to gather insights from a range of grade levels within the English Program context while ensuring that all participants had sufficient teaching experience to provide valuable perspectives on integrating content into language instruction.

1) Teacher A had been teaching Primary 1 for 2 years in an EP program at primary government school in Thailand.

2) Teacher B had been teaching Primary 3 for 3 years in an EP program at primary government school in Thailand.

3) Teacher C had been teaching Primary 6 for 12 years in an EP program at primary government school in Thailand.

4.5.1 Challenges and Strategies Adapted in Applying CBI

The challenge of language barriers emerges as a significant thread impacting teaching effectiveness, primarily due to students' limited comprehension of subject matter when instructed in English. All teachers reflected on the problems of language and communication issues they have faced during their teaching using Content-Based

Instruction (CBI). However, it's notable that each teacher offers a unique perspective on this challenge, forming a different angle of the triangle.

4.5.1.1 Difficulty of Content: The first issue is the difficulty of the topic that young students have to learn. Teacher A, primarily engaged in teaching at the primary level, emphasizes the difficulty arising from language complexity and content comprehension. According to his experiences teaching in Primary 1, he has found that students are very young and they cannot keep concentrate to learn all those difficult topics in English Language. He has to try to simplify those lesson and ask for some help from his assistant teachers to help him explain to his students. Teacher A points out that “it’s hard to make my students understand difficult topics,” highlighting the inherent challenges in conveying complex concepts effectively to students.

To address this challenge, Teacher A employs several strategies to enhance his teaching effectiveness. He speaks slowly and clearly to facilitate student understanding, recognizing the importance of clear communication in overcoming language barriers. Additionally, he incorporates engaging activities and small games to capture students' attention and maintain their focus throughout the lesson. These strategies not only support comprehension but also promote active participation and enjoyment in the learning process, ultimately fostering a more conducive learning environment for young students within the Content-Based Instruction context. As he stated that: “I speak with them very slow and very clear when I want them to repeat after me” and “My students are pretty young and they cannot pay attention to my whole lesson, so I have to add some extra activities or questions during my class to refresh them before continue the lesson”

This result is supported by Teacher B, who similarly encounters obstacles in helping young learners understand deep terminologies. Teacher B, teaching Grade 3 students, highlights the challenge of conveying intricate terminologies to young learners. Like Teacher A, Teacher B finds that simplifying complex concepts is essential for ensuring student comprehension.

Teacher B shared experience that underscores the common challenges faced by teachers when instructing young learners in content-rich subjects within the Content-Based Instruction framework. It highlights the importance of employing tailored

instructional strategies to make complex concepts more comprehensible to students with varying language proficiency levels and cognitive abilities. As he stated that "It's hard to make my students understand the terminology. I have to teach Science and Health to the students, which are filled with difficult words and themes. Sometimes, I even have to review the lesson beforehand so I can present the content in simple language that is easy for the students to understand... Also, my co-teacher helps me a lot to explain to my students in Thai language"

To overcome this obstacle, Teacher B relies on the assistance of a teacher assistant to ensure thorough comprehension. Additionally, he often resorts to explanations in the students' native language, Thai, to facilitate understanding. Teacher B revealed that by explaining the lesson in both English and Thai, students can cross-check their understanding of the content while also learning the language through native explanations. This approach acknowledges the importance of leveraging bilingual resources to support student comprehension and engagement within the Content-Based Instruction framework. It not only enhances students' understanding of complex topics but also promotes language acquisition in a meaningful context.

However, Teacher C has a different perception about how the language barrier reduces the participation of the students in his classroom. As his classroom is primary 6 in which most students have to take extra class in tutoring school, few students are eager to learn in English language as they already learn it from the tutoring school.

Teacher C observes that "most of them have taken private classes, so only a few students are eager to learn in English at school." Teacher C notes that despite students' reduced participation, they demonstrate latent proficiency and are capable of responding adequately when prompted. To encourage engagement and review comprehension, Teacher C assigns tasks that require active participation, allowing students to apply their knowledge and skills. Additionally, he fosters a collaborative learning environment by encouraging fast learners to support their peers in completing tasks. This approach not only reinforces learning but also promotes peer interaction and mutual support within the classroom, ultimately enhancing student engagement and understanding in English language instruction.

4.5.1.2 High Expectation from the School: Teacher B reflected about the elevated expectations imposed by the school administration, particularly regarding the perceived responsibility of foreign teachers to significantly enhance students' language proficiency. He criticizes the school's emphasis on academic outcomes without due consideration for students' individual backgrounds and circumstances. Frustrated by these demands, Teacher B remarked, “There is high expectation from school that they want their students’ outcome reach their goal without noticing students' background.” This highlights the importance of considering students' diverse needs and experiences when setting academic expectations within the educational context.

4.5.2 Students Feedback

In the section discussing students' feedback, a unanimous agreement among teachers is observed regarding students' increased confidence and comfort in communicating with foreign instructors when lessons are conducted in English.

Teacher C noted that many of his students are confident in communicating with him and other teachers in English and are even able to assist when needed. He shared, “My students like to talk to their teachers and help us sometimes,” reflecting positive interactions and language proficiency among the students. This indicates a level of comfort and confidence in using English to communicate, highlighting the effectiveness of the language instruction provided in the classroom. However, Teacher C also observed that a few students, who lack confidence in speaking English, often display quieter characteristics and may prefer to seek help from their peers rather than directly approaching their teachers.

4.5.3 Suggestions for Improvement

There are two main aspects on the reflection of suggestion for improvement of using CBI in classroom. The first aspect is about the strategies brought into CBI classroom. The second aspect is about getting feedback from the school’s supervisor to improve their teaching performance.

4.5.3.1 Strategies Adapted in CBI Classroom: Engaging strategies to enhance students' learning in their classroom were highlighted by all teachers in various aspects, such as simplifying lessons, creating a relaxed environment, setting classroom rules, and building students' confidence to use the language. They gave similar feedback on recommendations for teaching using CBI: making the content accessible and creating a fun, participatory classroom environment. They emphasized that while it is important to make learning enjoyable, it should not be overly so; maintaining classroom rules is crucial to teach students what behaviors are appropriate and which are not. This balance ensures a productive learning atmosphere where students are both engaged and disciplined. The teachers shared their insights:

“It's essential to simplify the content and use engaging activities. I suggest speaking slowly and clearly, using visuals and hands-on activities, and incorporating small games to keep the students interested. It's also important to regularly check for understanding and adapt your teaching methods based on student feedback.”

“Engage students by making the classroom environment fun but structured. Set clear classroom rules to prevent misbehavior and ensure a respectful learning space.”

“Focus on building confidence in language use. Encourage students to speak English as much as possible, even if they make mistakes.”

The feedback from the teachers emphasizes the importance of simplifying content and using engaging activities, such as visuals and hands-on tasks, to maintain student interest. Speaking slowly and clearly, incorporating small games, and regularly checking for understanding are recommended strategies. Creating a fun yet structured classroom environment, with clear rules to prevent misbehavior, is also highlighted as crucial. Additionally, building students' confidence in using English, encouraging them to speak as much as possible even if they make mistakes, is essential for fostering a supportive and effective learning atmosphere. Overall, these strategies aim to create an engaging, respectful, and confidence-building environment for learning English.

4.5.3.2 School Supervisory Support: Secondly, concerns are raised regarding the inadequacy of supervisory support within the school. One teacher emphasized the

importance of professional development aligned with school policies to avoid performance evaluation setbacks. They stressed the need for clear communication from the school administration about the focus areas and main goals they want teachers to prioritize in their teaching process. Teacher A stated that “I’d like to know what are the criteria for the school to evaluate the successfulness of our teaching? Lack of supervisors' feedback. So, we don't know what the direction of teaching the school want us to be”

Teachers expressed a desire for more structured guidance and support from supervisors to help them align their teaching methods with the school’s objectives. This includes understanding the school's educational priorities, such as particular language skills, content knowledge, or student outcomes that the school deems most critical. Knowing these priorities would help teachers tailor their instructional strategies effectively and ensure their efforts are in sync with the school’s expectations.

Furthermore, professional development opportunities should be provided to help teachers develop the necessary skills and knowledge to meet these goals. This includes training sessions, workshops, and continuous feedback mechanisms.

4.5.4 Support and Collaboration Needed for Non-Thai Teachers

Regarding support and collaboration, there was a strong desire for improved communication about upcoming events and activities within the school. As one teacher put it, “It’s much better if I know the schedule of the school activities or the school announcement in advance.” This desire underscores the importance of transparent and timely information sharing among staff members to enhance coordination and planning.

Clear communication ensures that teachers are well-informed and prepared to participate in school events effectively. Enhancing communication channels can help foster a sense of unity and collaboration among colleagues, leading to a more cohesive and supportive school community. By addressing this need for improved communication, schools can promote greater engagement and participation among staff, ultimately contributing to a positive and thriving educational environment.

Furthermore, one teacher suggested the establishment of regulations delineating acceptable conduct for foreign staff, addressing cultural nuances to prevent inadvertent breaches of decorum. He highlighted a cultural concern, noting, “In Thailand, we don’t

point our feet to other people.” This statement reflects the awareness among some non-Thai teachers of the need for guidelines on cultural sensitivity. The suggestion to establish such regulations underscores a proactive approach to promoting cultural awareness and respect within the school community, ensuring that foreign staff are mindful of local customs and etiquette. By acknowledging and respecting cultural norms, such as refraining from pointing feet towards others in Thailand, staff members can avoid inadvertently breaching decorum and potentially causing offense.

Implementing clear guidelines regarding cultural etiquette not only fosters a more inclusive and respectful environment but also helps foreign staff navigate unfamiliar customs with confidence. This proactive approach to cultural awareness and sensitivity contributes to building positive relationships and fostering mutual understanding among staff members from diverse backgrounds.

4.5.5 Stakeholder Expectation

Two out of three teachers revealed their frustration that expressed opinions and feedback often fail to reach administrative decision-makers, leading to feelings of insignificance. One teacher lamented, “It’s painful to see that sometimes what you have said is not what reaches the people who make decisions,” while another emphasized the need for “more help from higher positions within the school system.”

It has come to our attention that a significant issue within our school system is the disconnect between teachers' expressed opinions and feedback and their reception by administrative decision-makers. This gap in communication undermines teachers' sense of efficacy, as their valuable insights and concerns regarding teaching methods and classroom dynamics are not adequately conveyed to those in positions of authority.

Additionally, there are instances where parents have expressed concerns about teaching approaches used in our classrooms. One teacher shared, “Some parents messaged in the classroom Line Group that their kid wasn’t happy with my teaching, so I had to explain my approach and the reasons behind my methods.” This highlights a potential mismatch between instructional methods and student preferences, underscoring the importance of effective communication between teachers and parents to ensure a mutual understanding of educational practices.

The findings of the study will be summarized and discussed in the next chapter.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter reports the summary of the study, discussion and the conclusion of investigating non-Thai English teachers' perception and problems in integrating content into language learning.

5.1 Summary of the Study

Non-Thai EFL teachers in English Program contexts face a multitude of challenges spanning the pedagogical, cultural, and legal domains. These challenges encompass selecting appropriate materials, aligning activities with curriculum objectives, navigating cultural differences, and overcoming visa and legal hurdles. These obstacles hinder their ability to effectively deliver language and content instruction and navigate professional development.

5.1.1 Objectives of the Study

The objectives of this research study were to investigate the perceptions of non-Thai EFL teachers in an English Program toward integrating content into language instruction and to explore the problems experienced by EFL teachers in the English Program contexts. As teaching English by integrating content into language learning is a prevalent approach in English Program contexts, non-Thai teachers play a main role as an instructor both language and content instruction. Non-Thai EFL teachers in primary schools in Thailand frequently employ this method, which demands extensive preparation and dedication. Therefore, this study aims to elicit the perception from their experiences in teaching to shed light on the multifaceted challenges and difficulties inherent in their professional experiences within educational contexts.

5.1.2 Participants

The research study focused on non-Thai EFL teachers in the English Program within primary schools in Thailand, situated in the eastern region. The researcher selected 30 primary EFL teachers who were asked to participate in this study. The selection criteria included: 1) being a non-Thai teacher working in a Thai primary

school, and 2) possessing a minimum of one academic year's experience teaching at the primary level within the English Program, incorporating content integration into instructional practices. Participants came from various countries which have different native languages including the UK, the US, South Africa, Russia, and France.

5.1.3 Research Instrument

The study employed questionnaires to survey teachers' perceptions and challenges regarding the integration of content into language instruction in their English classrooms. Comprising four parts, the questionnaires encompassed various aspects:

Background Information: Participants provided demographic details in the initial section.

Perception towards Integrating Content: This segment utilized a 5-point Likert-type scale to assess participants' perceptions of the effectiveness of Content-Based Instruction (CBI) and the adequacy of supporting conditions provided.

Problems Faced by Non-Thai EFL Teachers: Participants detailed the challenges encountered within the English Program context.

Open-Ended Questions: Two open-ended questions invited participants to elaborate on the challenges and offer recommendations for applying CBI in their classrooms.

In addition to questionnaires, semi-structured interviews were conducted to delve deeper into teachers' opinions on the method. Three primary teachers, spanning grades 1-6, were selected for interviews to explore their experiences, attitudes, and suggestions regarding CBI in greater depth.

5.1.4 Procedures

The questionnaires were disseminated to 30 primary English teachers via the School Foreigner Teacher Line Group, all of whom were involved in teaching at the primary level of the English program. Utilizing the Google Forms application, participants were able to complete the questionnaires online. They were requested to return the completed questionnaires within one week. Fieldwork took place in May 2024. Quantitative data collected through the Google Forms application were analyzed

and presented using percentages, means, and standard deviations (S.D.). Qualitative data were manually analyzed, focusing on key words and themes.

5.2 Summary of the Findings

The results of the study can be summarized as follows:

5.2.1 Demographic Information of Participants

Among the 30 respondents, 63.33% identified as male, while 36.67% identified as female. The majority of participants fell within the age bracket of 30 to 39 years old. Approximately 66.67% reported having teaching experience ranging from 1 to 5 years. In terms of teaching assignments, 50% of the participants served as English teachers for primary levels 1 to 3, while the remaining 50% taught primary levels 4 to 6.

5.2.2 Teachers' Attitude toward Content-Based Instruction

The findings unveiled a spectrum of opinions among non-Thai teachers regarding Content-Based Instruction (CBI). While some expressed positive views, others harbored reservations or skepticism about its effectiveness across various dimensions.

5.2.2.1 The Perceived Effectiveness of CBI Implementation: The analysis of result notable insights into non-Thai teachers' perceptions of Content-Based Instruction (CBI). Most of them have positive perceptions on CBI. Specifically, "CBI enhances students' overall language proficiency," garnered the highest average mean score of 4.57, suggesting that teachers recognize the benefits of CBI in providing students with increased opportunities for language acquisition and language production under the guidance of non-Thai instructors. This underscores the perceived value of CBI in fostering language development within the classroom setting.

Furthermore, this study supports the notion that CBI contributes positively to enhancing students' language proficiency, as indicated by teachers' agreement regarding its facilitation of second language acquisition and its role in bolstering students' confidence in language usage.

However, the analysis highlights a divergence of opinions regarding disagreement with the effectiveness of CBI in facilitating students' understanding and mastery of content knowledge when lessons are conducted exclusively in English. This dissent is reflected in the lower average mean score of 2.33, suggesting that teachers perceive limitations or challenges associated with teaching complex content solely in English, particularly given the young age and language proficiency levels of primary students. Specific topics and vocabulary may pose difficulties for comprehension, potentially leading to partial understanding or misinterpretation of the content by students.

Overall, these findings underscore the nuanced perspectives of non-Thai teachers regarding the efficacy of CBI, highlighting both its perceived benefits for language proficiency development and the challenges associated with content comprehension in an English-medium environment, particularly among young learners.

5.2.2.2 Additional Factors Enhancing CBI implement: The analysis of additional factors enhancing CBI showed a notable trend among non-Thai teachers regarding that "lack of support for teachers' professional development," which garnered the lowest average mean score of 2.27. This indicates a widespread perception among non-Thai teachers of inadequate support for their professional growth within the educational context. The low score suggests that non-Thai teachers feel a deficiency in opportunities for enhancing their teaching skills and practices. The absence of support mechanisms, such as feedback from supervisors or colleagues, is particularly noteworthy. This lack of feedback may be attributed to potential language barriers, hindering effective communication and constructive exchange of ideas. Moreover, the limited availability of workshops or seminars tailored to improving English teaching further compounds the challenge.

When teachers feel unsupported and their hard work goes unnoticed, they often experience frustration, demotivation, and a sense of isolation. The lack of acknowledgment for their efforts can lead to feelings of disillusionment and diminished job satisfaction. Without adequate support and recognition, teachers may feel undervalued and question the impact of their contributions, which can negatively affect their morale and overall well-being. This lack of support can also hinder their

professional growth and effectiveness in the classroom, ultimately impacting student outcomes and the overall learning environment. Providing teachers with the necessary support and recognizing their hard work are crucial for maintaining their motivation, job satisfaction, and commitment to delivering high-quality education.

5.2.2.3 Problems Experienced by Non-Thai EFL Teachers.: According to the most concerns by non-Thai teachers, it is not surprising that non-Thai teachers predominantly agreed that language barriers constitute the primary challenge, as indicated by the highest average score of 4.70 with a standard deviation of .44. Living in a city where most residents do not speak English presents substantial challenges for foreign teachers, significantly impacting their teaching effectiveness and collaboration with Thai colleagues.

The second concern is about the challenges non-Thai teachers face in preparing for their teaching responsibilities, with a high average score of 4.03 and a standard deviation of .66. This indicates that extensive preparation, including lesson planning, material preparation, and consideration of student evaluation, is required before teaching, underscoring the demanding nature of their roles as primary teachers.

In terms of Accessibility and Support, the results suggests that non-Thai teachers perceive a lack of full support from colleagues or school administration when seeking assistance, evidenced by a perception of their feedback being ignored or inadequately addressed. This reflects organizational and management issues within the school context.

Moving to Expectations and Stress, it highlights the high expectations placed on non-Thai teachers by students and parents regarding students' outcomes, with a notable average score of 4.67 and a standard deviation of .47. This underscores the significant pressure non-Thai teachers face to deliver effective instruction within the English Program, driven by heightened parental expectations.

Finally, regarding Visa and Legal Issues, the results indicate that many teachers grapple with challenges related to obtaining visas and work permits, which can impact their safety and legal standing in Thailand. This underscores the complex bureaucratic hurdles non-Thai teachers encounter in navigating legal requirements, potentially affecting their employment stability and overall well-being in the country.

5.2.2.4 Challenges and Recommendation: According to the study, the results underscore prevalent issue of inappropriate student behavior, significantly disrupting classroom management during instructional activities, with a prominent frequency of 30.0%. Additionally, challenges related to the difficulty level of lessons or contents in compulsory subjects, accounting for 23.33% frequency, and variations in students' proficiency levels, constituting 16.67% frequency, were highlighted. These findings suggest that student behavior poses a significant challenge, potentially exacerbated by language barriers and difficulty controlling the classroom. Furthermore, the perceived difficulty of lessons may stem from the complexity of language and content, while differing student backgrounds may impact the effectiveness of learning within the English Program context. Notably, the majority of challenges identified are intertwined with language proficiency concerns, warranting careful consideration.

Turning to recommendations for improving Content-Based Instruction (CBI), the most prevalent suggestion is to make lessons easy and enjoyable, with a high frequency percentage of 53.33%. This recommendation aligns with the challenges identified, suggesting that simplifying lessons and incorporating engaging activities could effectively address language proficiency-related issues. Additionally, participants advocate for setting rules to mitigate inappropriate behavior during class sessions, emphasizing the importance of establishing a conducive learning environment. These recommendations reflect a proactive approach to addressing challenges within the English Program context and underscore the significance of adapting teaching strategies to cater to students' language proficiency levels.

5.2.2.5 Challenges within the English Program Context: The results provided by non-Thai teachers offer insights into the multifaceted challenges and dynamics within the English Program context. Language barriers emerge as a prominent obstacle, impacting both instructional effectiveness and student comprehension of complex topics. Strategies employed by teachers vary, including adjustments in pacing, language clarity, and utilization of teacher assistants to bridge comprehension gaps. Additionally, concerns regarding students' disinterest in English learning and heightened expectations from school administrations reflect broader systemic issues within the educational framework.

In terms of student feedback, while there is a general consensus on increased confidence and comfort in communicating with foreign instructors, challenges persist for some students in fluency. Nonetheless, instances of peer support and collaboration are noted.

Suggestions for improvement primarily focus on enhancing engagement through interactive teaching methods and addressing shortcomings in supervisory support and professional development alignment. Communication gaps, exacerbated by language barriers, hinder access to information and collaboration opportunities.

Stakeholder expectations further complicate the landscape, with teachers expressing frustration over the lack of positive responses to their feedback and concerns from administrative decision-makers. Additionally, parental expectations add pressure, necessitating careful management of student feedback and academic outcomes.

5.3 Discussion

This section concerns a discussion of the findings with regard to the research questions in Chapter one.

5.3.1 Perceptions of Non-Thai EFL toward CBI

1) Enhancing Language Proficiency: The findings underscore a consensus among teachers regarding the potential benefits of Content-Based Instruction (CBI) in enhancing students' overall language proficiency. This perspective aligns with existing research, including studies by Devies (2016), which highlight CBI's effectiveness in improving language learning outcomes and student engagement. Through CBI, students not only gain confidence in speaking English but also demonstrate improved basic communication skills compared to peers in standard programs. As English Programs provide a safe space to practice language output, their language skills are improved effectively. They exhibit better reading and writing abilities at comparable grade levels with the students in standard program. This indicates that CBI supports the development of both communicative and literacy skills among students. By integrating language instruction with content from subjects like mathematics or science, CBI enables students to practice language skills in meaningful contexts, fostering deeper comprehension and application of English language concepts. The approach not only

enhances language proficiency but also supports overall academic achievement, preparing students to effectively communicate and comprehend English in real-world situations.

Moreover, in the context of this research, students enrolled in English programs often demonstrate enhanced confidence in using the English language as a second language, indicative of a positive attitude towards linguistic proficiency development. This confidence signifies their willingness and ability to communicate effectively in English, reflecting a supportive environment that encourages language use without fear of judgment for linguistic errors or accents.

Importantly, the absence of complaints regarding the quality of English spoken or instances of accent-related bullying within these programs suggests a culture of inclusivity and acceptance. This environment fosters a positive attitude towards language diversity, where students embrace different accents and variations in English language usage. Such acceptance not only promotes a respectful and tolerant classroom atmosphere but also contributes to a broader understanding of global English varieties. Therefore, an English program's role extends beyond language acquisition; it serves as a platform for promoting cultural competence and intercultural understanding. By exposing students to diverse linguistic backgrounds and encouraging acceptance of varying English accents, the program enhances students' appreciation of linguistic diversity and prepares them to interact effectively in multicultural settings.

2) CBI and Content Comprehension: A notable discrepancy emerges concerning teachers' perceptions of students' ability to understand content and grasp knowledge effectively through Content-Based Instruction (CBI). Despite recognizing the benefits of CBI for language proficiency, many teachers express skepticism regarding its efficacy in facilitating content comprehension and critical thinking skills.

In this study, the curriculum presents content that is complex and filled with specific terminology, posing significant challenges for students. The complexity of the textbooks and teaching materials often exceeds the students' proficiency levels, making it difficult for them to fully grasp the terminology and concepts being taught. While teachers endeavor to simplify the content and use more accessible language, the inherent complexity still poses barriers to comprehension. This leads to the challenges

of assessing students' understanding in this context. Simplification of content, while necessary, can sometimes lead to superficial comprehension, where students appear to understand the material but actually harbor misconceptions. Moreover, this issue is compounded by the variability in assessment criteria across different teachers and subjects. Each teacher may have different standards and methods for evaluating student comprehension, which can lead to inconsistencies and negatively impact the perceived efficacy of CBI.

3) School Supported: In this study, a negative perception regarding school support emerged among non-Thai teachers, despite the provision of adequate materials and resources. While the school equips classrooms with smartboards, facilitating the presentation of textbook materials, and assigns co-teachers to assist with classroom management and communication with students and colleagues, many non-Thai teachers still feel unsupported. Teachers reported feeling unnoticed, even those with excellent performance, suggesting a disconnect between their contributions and the school's recognition of their efforts. Moreover, the high tuition fees paid by students should support teachers to receive a higher standard of educational support and resources. This expectation underscores their desire for a more supportive and conducive working environment. Additionally, teachers expressed frustration over the communication barriers with school administration. Many felt that their concerns or suggestions were not effectively communicated to the director, often having to rely on intermediaries, which sometimes resulted in misinformation or the complete absence of their messages reaching the administration. This breakdown in communication further diminishes their sense of support and inclusion within the school community. The lack of support, therefore, extends beyond physical resources to encompass a crucial aspect of human resource management—mental and emotional support. Addressing these issues is essential for ensuring that non-Thai teachers feel valued, heard, and adequately supported in their roles, thereby enhancing their effectiveness and job satisfaction.

5.3.2 Problems Experienced by Non-Thai EFL Teachers

1) The Effect of Language Barrier: The analysis of a consensus among non-Thai teachers regarding the significant challenge posed by language barriers, affecting

their teaching effectiveness and collaboration with Thai colleagues. This finding aligns with previous research by Tang (2020), highlighting the frustration and stress experienced by teachers due to language barriers in conveying instructions, communicating with parents, and understanding administrative tasks conducted in Thai.

Language barriers impede non-Thai teachers' ability to convey instructions clearly and effectively to their students. This difficulty can lead to misunderstandings and miscommunications, which, in turn, hinder students' comprehension and learning outcomes. Moreover, language barriers can create significant obstacles in this regard. Non-Thai teachers may struggle to participate fully in staff meetings, professional development sessions, and informal conversations with colleagues. Non-Thai teachers may struggle with paperwork, scheduling, and compliance with school policies and regulations if they are not adequately translated or explained. This can result in errors, delays, and additional stress for the teachers, further detracting from their ability to focus on teaching and student engagement.

The cumulative effect of these language barriers is substantial, leading to increased frustration and stress for non-Thai teachers. Tang (2020) noted that these challenges could contribute to burnout and job dissatisfaction, as teachers feel unsupported and undervalued. The stress of navigating a foreign language in a professional context, coupled with the high expectations placed on them, can significantly impact their mental health and overall well-being.

Therefore, schools should consider providing more language support services to help non-Thai teachers better navigate their roles. Additionally, schools should offer comprehensive information and training for both Thai and non-Thai teachers regarding regulations and cultural awareness to prevent misunderstandings. Facilitating an understanding of the Thai language for non-Thai teachers, and educating Thai teachers about the cultures of their foreign colleagues, can foster mutual understanding and improve collaboration. Such initiatives can create a more inclusive and supportive school environment, enhancing the overall educational experience for both teachers and students.

2) The Students' Behavior and Classroom Management: Challenges related to student behavior were expressed by many teachers. It challenges to enforce classroom rules and maintain discipline, especially if there are cultural differences in behavior expectations and disciplinary methods. Moreover, difficulty levels of lessons, and variations in students' proficiency levels, underscore the multifaceted nature of classroom challenges faced by non-Thai teachers. Non-Thai teachers often face difficulties in managing classrooms with varying levels of student proficiency. Differentiated instruction is essential to address the diverse learning needs and abilities of students, but implementing this strategy can be particularly challenging for foreign teachers who may already be grappling with language barriers and cultural differences. The multifaceted challenges related to student behavior, lesson difficulty, and varying proficiency levels underscore the need for comprehensive support and professional development for non-Thai teachers.

The results also highlight the challenge of preparing teaching materials to engage students in activities and enhance learning outcomes, with some teachers expressing fatigue in integrating content into language instruction. This aligns with research by Qian et al. (2022), which identifies the challenges faced by foreign teachers in balancing teaching responsibilities with administrative tasks and extracurricular activities, leading to feelings of stress and burnout. The complexity of creating lesson plans that are both linguistically accessible and content-rich can lead to substantial fatigue among educators. The preparation of teaching materials for Content-Based Instruction (CBI) necessitates a deep understanding of both the subject matter and the linguistic capabilities of students. Teachers must design activities that simultaneously build language skills and impart content knowledge, a dual objective that complicates lesson planning. This process often involves simplifying complex concepts without compromising the integrity of the subject matter, which can be an intricate and demanding task. Beyond instructional duties, foreign teachers often juggle administrative tasks and extracurricular responsibilities. These additional roles can include grading, attending meetings, and coordinating activities. The dual demands of teaching and administrative tasks contribute significantly to teacher stress.

3) Expectation from Stakeholders: Many teachers revealed elevated expectations from both schools and parents regarding student outcomes, corroborating findings from semi-structured interviews wherein teachers emphasized the pressure to meticulously craft student feedback reports to meet academic expectations. This resonates with studies by Walsh (2018) and Cansoy et al. (2022), highlighting the detrimental impact of unrealistic expectations from school leaders and parents on teacher well-being and the need for support and professional development initiatives to address these challenges effectively.

As the disparity in tuition fees between the English Program (EP) and standard programs, coupled with higher wages for non-Thai teachers, creates a context where elevated expectations from students, parents, and school administrators significantly impact the mental health of non-Thai teachers working in Thailand. The substantial difference in tuition fees between the EP and standard programs—up to tenfold—implies that parents investing in the EP have higher expectations for the educational outcomes and overall performance of their children. This financial commitment often translates into heightened expectations for academic achievement and comprehensive support from the school. Non-Thai teachers typically receive higher salaries compared to their Thai counterparts, reflecting a higher level of financial investment by schools in recruiting foreign educators. This wage disparity can lead to increased pressure on non-Thai teachers to justify their higher salaries through exceptional teaching performance and student outcomes. These expectations constitute a substantial factor impacting the mental health of non-Thai teachers working in Thailand.

4) Unsupported professional Development: The results from both questionnaire and interview underscores the concern among non-Thai teachers regarding the lack of support for professional development, as reflected in semi-structured interviews emphasizing the importance of aligned support structures within schools. This echoes the findings of Devies (2016), who identified various challenges faced by teachers in implementing Content-Based Language Teaching (CBLT) methodologies, including time constraints, difficulty in finding appropriate content materials, and the need for specialized training. The absence of adequate support and opportunities for professional development significantly hinders the self-improvement

of non-Thai teachers in Thailand. Without accessible avenues for professional growth, such as workshops, training programs, or mentoring, these teachers face challenges in enhancing their teaching skills and adapting to new educational methodologies. This lack of support not only limits their ability to effectively implement innovative teaching practices but also diminishes their motivation and morale. Additionally, the feeling of being unrecognized or unacknowledged for their efforts in self-improvement further exacerbates the situation. Academic literature underscores the importance of continuous professional development for educators to stay updated with best practices and improve student outcomes. Addressing these challenges requires schools to prioritize the provision of structured professional development opportunities tailored to the needs of non-Thai teachers, thereby fostering a supportive environment conducive to ongoing growth and learning.

5) Visa and Legal Concern: Visa and legal issues pose significant challenges for non-Thai teachers working in Thailand, impacting their employment security and legal status. The results indicate that obtaining a working visa and work permit involves complex and often stringent requirements that vary across provinces. Despite possessing strong teaching credentials, teachers can face job insecurity due to bureaucratic hurdles and the potential for documents to be deemed inadequate. Moreover, schools wield considerable authority over work permit applications and retain the right to terminate employment, leading to uncertainty and vulnerability among non-Thai teachers. The bureaucratic process itself is arduous, involving extensive paperwork, and while some schools provide HR support for these procedures, success is contingent upon immigration regulations which can be unpredictable. This environment creates a precarious situation where teachers risk losing their jobs and facing legal ramifications such as overstaying their visa. Simplifying the process of hiring non-Thai teachers through streamlined administrative procedures would not only enhance job security but also attract qualified educators to contribute effectively to Thailand's educational landscape. Addressing these issues would require governmental initiatives aimed at facilitating visa and work permit processes, thereby fostering a more supportive environment for non-Thai teachers and promoting educational quality and stability in Thailand.

5.4 Conclusions

The conclusions drawn from the discussion highlight key insights into the perceptions and challenges faced by non-Thai teachers in integrating content into language instruction:

1) **Content-Based Instruction (CBI):** Teachers generally recognize the potential of CBI to enhance students' language proficiency and also effectively improve students' confidence in using English both their communicative and literacy skills. However, teachers express skepticism about its efficacy in fostering content comprehension, especially given the complexity of the curriculum and specific terminology, which often exceed students' proficiency levels. This discrepancy underscores the need for pedagogical adjustments and support to optimize CBI's benefits.

2) **School Support:** Despite the provision of advanced teaching tools and co-teachers, non-Thai teachers feel unsupported, primarily due to a lack of recognition and effective communication with the administration. This perceived lack of support extends beyond physical resources to encompass mental and emotional support, crucial for their job satisfaction and effectiveness. The high tuition fees and elevated expectations from stakeholders further exacerbate the pressure on these teachers, impacting their mental health.

3) **Language Barriers:** Language barriers significantly hinder non-Thai teachers' effectiveness, creating difficulties in instruction delivery, administrative communication, and collaboration with colleagues. These barriers lead to increased stress and frustration, contributing to job dissatisfaction and burnout. There is a clear need for more robust language support services and cultural awareness training to facilitate better integration and collaboration.

4) **Student Behavior and Classroom Management:** Non-Thai teachers face challenges in managing classrooms with diverse student proficiency levels, which complicate the implementation of differentiated instruction. The preparation of teaching materials that are both content-rich and linguistically accessible is a demanding task, contributing to teacher fatigue and stress. These issues are further compounded by varying assessment criteria, leading to inconsistencies in evaluating student comprehension.

5) Professional Development: The lack of structured professional development opportunities significantly hinders the self-improvement of non-Thai teachers. Without adequate training and support, these teachers struggle to implement innovative teaching practices, diminishing their motivation and morale. Addressing this gap is essential for fostering a supportive environment that encourages continuous growth and learning.

6) Visa and Legal Concerns: The complex and stringent visa and work permit requirements pose significant challenges, leading to job insecurity and legal vulnerabilities for non-Thai teachers. The bureaucratic hurdles and the schools' authority over work permit applications create an environment of uncertainty. Simplifying these processes through governmental initiatives would enhance job security and attract qualified educators, contributing to the stability and quality of education in Thailand.

In conclusion, addressing these challenges requires a comprehensive approach involving improved pedagogical support, enhanced communication and recognition, robust language support services, structured professional development opportunities, and streamlined visa and work permit processes. Such measures would not only improve the working conditions for non-Thai EFL teachers but also enhance the overall educational experience for students in Thailand.

5.5 Recommendations for Further Research

Based on the findings and conclusions of this study, several recommendations are proposed for future research:

First, expanding the scope of the study to include a broader sample size and more diverse backgrounds of English teachers, such as secondary English teachers or university English lecturers. This would provide a more comprehensive understanding of the challenges and perceptions across different levels of education.

Next, investigating students' attitudes toward integrating content into language instruction to complement teachers' perceptions. Understanding students' perspectives is crucial as they are the primary recipients of this instructional approach and can provide valuable feedback for its improvement.

Moreover, exploring the challenges faced by non-Thai teachers in standard program contexts, which may differ from those in English program contexts.

Comparing the experiences of non-Thai teachers in different educational settings would contribute to a more nuanced understanding of the unique obstacles they encounter.

Lastly, narrowing down the focus of the study to specific subjects, such as Mathematics, Sciences, or Health, where English is used as the medium of instruction. Examining the strategies and challenges specific to each subject area would provide insights into the effectiveness and feasibility of integrating content and language instruction in different academic disciplines.



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APPENDICES

APPENDIX A

QUESTIONNAIRE

A survey of non-Thai EFL teachers' perception and problems in integrating content into language instruction

Instruction

1. The purpose of this questionnaire is to explore insights into the factors influencing the adoption and implementation of CBI approaches
2. The questionnaire consists of three parts
 - a. Part 1. Personal Information
 - b. Part 2 The Perceptions of non-Thai EFL Teachers toward Integrating Content into Language Instruction
 - c. Part 3 The Problems encountered by non-Thai EFL teacher
 - d. Part 4 Open-Ended Questions
3. Please answer the questions truthfully

Part1: Personal Information

Instructions: Please put a check (☑) in the box before the choice that applies to you

1. Gender: Male Female
2. Age: 20-29 30-39 more than 40
3. Teaching experiences (year) 1-5 6-10 more than 10
4. Grade Level Taught Primary 1-3 Primary 4-6

Part 2: Perceptions toward integrating content into language instruction

Statement	Strongly Agree 5	Agree 4	Neither agree or Disagree 3	Disagree 2	Strongly Disagree 1
1. I believe that integrating content into language instruction enhances students' overall language proficiency.					
2. I believe that content-based instruction allows students to develop both language and content knowledge simultaneously.					

Statement	Strongly Agree 5	Agree 4	Neither agree or Disagree 3	Disagree 2	Strongly Disagree 1
3. I believe that students can grasp the knowledge from the subject being taught in English effectively.					
4. I believe that my students are more confident to produce the language in English Program context.					
5. I believe that integrating content into language lessons improves students' language acquisition with language input and production in real-life situations.					
6. I believe that Content-based instruction fosters students' critical thinking by engaging students in authentic tasks related to the content.					
7. I believe that Content-based instruction encourages students to engage more actively in the learning process.					
8. The school curriculum is suitable for integrating content into language instruction.					
9. The available sources, such as textbooks and teaching materials, provided by the school are appropriate.					
10. I am fully supported by school administrators and colleagues in my professional development.					

Part 3 The Problems encountered by non-Thai EFL teacher

Statement	Strongly Agree 5	Agree 4	Neither agree or Disagree 3	Disagree 2	Strongly Disagree 1
Communication issues					
1. I am facing language barriers while communicating with Thai students or colleagues in the school.					
2. I am struggling with cultural awareness that leads miscommunicating and misunderstanding with students or colleagues.					
Non-Thai Teachers' roles					
3. I have encountered challenges in preparing lessons and designing learning activities aimed at enhancing students' English language proficiency					
4. I have encountered difficulties with the subject matter that I am required to teach my students.					
Accessibility and Supports					
5. I face some challenges about accessing available resources or teaching materials provided by the school.					
6. I feel that I do not receive fully support from colleagues, and the school when I need help.					
Expectations and Stress					
7. I am struggling to cope with the expectations from the administrative regulations and school policy.					

Statement	Strongly Agree 5	Agree 4	Neither agree or Disagree 3	Disagree 2	Strongly Disagree 1
8. I feel stressed with the expectations from the students or their parents on the students' outcome.					
Visa and legal issues					
9. I have encountered some challenges in obtaining or renewing work permits or visas due to changes in immigration policies or regulations.					
10. I have encountered bureaucratic obstacles in obtaining professional certifications or qualifications recognized in Thailand.					

Part 4: Open-Ended Questions

1. What specific challenges do you encounter when integrating content into language instruction in your English language classroom?

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2. Based on your experiences, what recommendations or suggestions do you have for improving the effectiveness of integrating content into language instruction?

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APPENDIX B

INTERVIEW QUESTIONS FOR SEMI-STRUCTURED INTERVIEW

Challenges Faced:

What challenges, if any, have you encountered while integrating content into language instruction? Please provide specific instances and how you addressed them.

Adaptation Strategies:

Can you share instances where you had to adapt your teaching methods to better integrate content into language instruction? What strategies did you find effective?

Student Feedback:

Have you gathered any feedback from students regarding their experiences with content-based language instruction? What insights have you gained from their perspectives?

Suggestions for Improvement:

Based on your experiences, what recommendations or suggestions do you have for improving the effectiveness of integrating content into language instruction?

Support and Collaboration:

In what ways do you seek or receive support from colleagues, administrators, or professional development opportunities to address challenges in integrating content?

Stakeholder Obstacles:

What are the obstacles or concerns that you have faced from the students, colleges, administrators, and students' parents?